FIRST-GENERATION STUDENTS:
WHO THEY ARE AND WHY WE SHOULD CARE

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1992 — BOG established student equity policy requiring districts to develop, implement, and evaluate a student equity plan. As a result of legislation, this policy was to ensure that historically underrepresented groups have equal opportunity for access, success, and transfer.

1996 — BOG amended policy to establish the adoption of a student equity plan as a minimum standard for receipt of state funding.

2002 — BOG adopted recommendations of Task Force on Equity and Diversity for title 5 regulations requiring colleges to develop Student Equity Plan

2003 — Chancellor's Office provided guidelines to colleges for development of the plan

2005 — Chancellor’s Office asked colleges to update/complete Student Equity plan

2008-09 to 2012-13 — Plans suspended due significant budget cuts to programs and categorical program flexibility
STUDENT EQUITY REAFFIRMATION

- Education Code section 78220 and title 5 sections 54220 and 51026 outlines the purpose and requirements for student equity programs:
  "[T]o close the achievement gaps in access and success in underrepresented student groups as identified in the local student equity plans."

- **2011** — Student Success Task Force established
- **2012** — Student Success Act of 2012 (SB1456) and reaffirmation of student equity goals
- **2013** — Student Equity Workgroup convened

- Senate Bill 860 (2014) states:
  "As a condition to receiving Student Success and Support Program Funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district must maintain a student equity plan."
June 2014 – State appropriation of $70 million of Student Equity funding to the California Community Colleges with new requirements for planning:

- Coordinate with other categorical programs
- Include faculty, student services, and other constituencies
- Include Foster Youth, Veterans, and low-income students as target populations

June 2015 – State Budget Act included additional $70 million for Student Equity Planning

**Statewide total available as of 2015-2016 is $140 million***

*Governor’s Proposed Budget does not include an increase for next year.
STUDENT EQUITY PLAN ELEMENTS

Student Success Indicators

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Target Student Populations

- Gender
- Age
- Race and Ethnicity
- Current or former Foster Youth
- Students with Disabilities
- Low-income students
- Veterans
SIGNIFICANCE OF FIRST-GENERATION STUDENTS
IN OUR COLLEGE'S STUDENT EQUITY INITIATIVES
WHY LOOK AT FIRST-GENERATION STUDENTS?

First-generation students cross all “target populations” regardless of protected class or special populations within our Student Equity Plans.

- Gender
- Age
- Race and Ethnicity
- Current or former Foster Youth
- Students with Disabilities
- Low-income students
- Veterans
DEFINING FIRST-GENERATION STUDENTS

You are a first-generation student if neither of your parents have a BA/BS. ~Upward Bound Director

You are a first-generation student if neither of your parents graduated from a 4-year university in the United States. ~Upward Bound Director/WESTOP Chapter President

You are a first-generation student if you are the first in your family to attend college. Your parents did not graduate with a bachelor’s degree. Even if you have older siblings who earned a bachelor’s degree, you are still considered a first-generation college student.
You are a first-generation student if your parents took some college courses but did not receive an AA degree or above.

~Associate Dean, Outreach

You are a first-generation student if neither of your parents attended any college.

~California Community College Chancellor’s Office (2014)
DEFINING FIRST-GENERATION STUDENTS

Bar chart showing:
- 76% with BA Degree
- 66% with AA Degree
- 70% with No College

Legend:
- FG
- NFG
CHAFFEY COLLEGE FACULTY INQUIRY TEAM (FIT)
STUDENT SURVEY FALL 2015
A faculty inquiry team (FIT) was created with the hopes of addressing some of these questions:

- How can Chaffey College empower first generation students and remove barriers to their success?
- What makes first-generation Panthers courageous?
- How can we create processes, systems, and instruct that support first-generation students in their academic journey?
The FIT designed a student survey to be disseminated to students in Fall 2015

- Demographics
- Obstacles
- Motivation
- Engagement
- Resources/Services
More than 4,400 responses

- Used CCCC definition of FG: Neither parent had any college experience
CHAFFEY FIT STUDENT SURVEY – FALL 2015
DEMOGRAPHICS – FIRST-GENERATION STATUS

- CC: 43% FG, 57% NFG
- Survey: 44% FG, 56% NFG
DEMOGRAPHICS – GENDER

M

- FG-CC: 39%
- NFG-CC: 42%
- FG-FIT: 61%
- NFG-FIT: 58%

F

- FG-CC: 46%
- NFG-CC: 46%
- FG-FIT: 54%
- NFG-FIT: 54%
Financial Resources

Knowledge about college procedures (applying, registering, financial aid)

Preparation for college course work (math, reading, writing, science)

Study skills (note- and test-taking, time management)

**Family circumstances (+)**

Work obligations

Social distractions (going out, dating, having fun)

Transportation

Health
To raise my GPA
Career (+)
Obtain a job
Improved earnings
Skill building
Plan for higher or additional degrees
My parents want me to
Personal motivation
To raise my GPA
Career (+)
Obtain a job
Improved earnings
Skill building
Plan for higher or additional degrees (-)
My parents want me to (-)
Personal motivation
Earn a degree (+)
Earn a certificate (+)
Prepare to transfer
Learn skills to get a job
Further my career prospects
Improve my English, reading, and/or math skills (+)
Retrain or acquire new skills related to my current job
Acquire the knowledge and skills necessary to increase my income
Pursue personal enrichment
Participate in Chaffey athletic programs
Discover/formulate my career interests and goals
Earn a degree (+)
Earn a certificate (+)
**Prepare to transfer (-)**
Learn skills to get a job
Further my career prospects
Improve my English, reading, and/or math skills (+)

Retrain or acquire new skills related to my current job
Acquire the knowledge and skills necessary to increase my income
Pursue personal enrichment
Participate in Chaffey athletic programs
Discover/formulate my career interests and goals
STUDENT ENGAGEMENT/USE OF SERVICES
I attend campus activities related to my culture
I participate in various activities and clubs
Students from a variety of racial/ethnic groups interact well
Elected student leaders represent my point of view
My language and dress “fit-in”
I have many friends who attend Chaffey

I work on campus
Instructors care about me and my success
Staff care about me and my success
I don’t feel like I’m part of the college
Counselors care about me and my success
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT
COLLEGE OF THE DESERT, 2008-2014 - BENCHMARKS

Active/Collaborative Learning: 40% NFG, 39% FG
Student Effort: 48% NFG, 50% FG
Academic Challenge: 60% NFG, 60% FG
Student/Faculty Interaction: 40% NFG, 39% FG
Support for Learners: 41% NFG, 48% FG
CHAFFEY FIT STUDENT SURVEY – FALL 2015
SURVEY RESULTS – USE/AWARENESS OF SERVICES

- Admissions & Records
- Library
- Faculty Advising
- GPS Center (Guiding Panthers to Success) (+)
- Financial Aid Office (+)
- Success Centers (+)
- Counseling Centers
- Extended Opportunities Programs and Services (EOPS) (+)
- Disability Programs and Services (DPS)
- Career Center (+)
- Transfer Center

- Supplemental Instruction
- Puente Program (+)
- AMAN/AWOMAN
- Opening Doors (Offered for students on probation)
- Veteran’s Resource Center
- CalWORKs (Students receiving government aid) (+)
- Contacting Professors outside of scheduled class time
- Guidance Class (+)
- Welcome Center
- Student Activities
- Honors
- Foundation (Scholarships)
Admissions & Records
Library
Faculty Advising
GPS Center (Guiding Panthers to Success) (+)
Financial Aid Office (+)
Success Centers (+)
Counseling Centers
Extended Opportunities Programs and Services (EOPS) (+)
Disability Programs and Services (DPS)
Career Center (+)
Transfer Center

Supplemental Instruction
Puente Program (+)
AMAN/AWOMAN
Opening Doors (Offered for students on probation)
Veteran’s Resource Center (-)
CalWORKs (Students receiving government aid) (+)
Contacting Professors outside of scheduled class time (-)
Guidance Class (+)
Welcome Center
Student Activities
Honors
Foundation (Scholarships)
Transitioned to ACCUPLACER in 2001
Built in parent’s education level as part of the assessment process
Started with over 200,000 unique student records
19 cohorts over 6 years each (Fall 2000 to Spring 2006; Fall 2009 to Spring 2015 – primary terms only)
Ended up with 86,000 records
RIVERSIDE COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS - AGE

- 19 years or less: 62% NFG, 63% FG
- 20 to 24 years: 20% NFG, 19% FG
- 25 to 29 years: 7% NFG, 7% FG
- 30 years or more: 11% NFG, 11% FG
RIVERSIDE COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS - ETHNICITY

- Asian/Pac Isle: 12% (NFG), 5% (FG)
- African American: 14% (NFG), 11% (FG)
- Hispanic: 23% (NFG), 48% (FG)
- White: 41% (NFG), 29% (FG)
- Other: 10% (NFG), 7% (FG)
RIVERSIDE COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS - GENDER

- Female: 57%
- Male: 49%
- Unknown/Unreported: 1%

Chart shows gender distribution with Female at 57%, Male at 49%, and Unknown/Unreported at 1%.
RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY TERM – FIRST-GENERATION=NO COLLEGE EXPERIENCE
RIVERSIDE COMMUNITY COLLEGE DISTRICT ANALYSIS

- 1st semester GPA
- First-generation = neither parent has an AA or higher
RIVERSIDE COMMUNITY COLLEGE DISTRICT
FIRST SEMESTER GPA BY FIRST-GENERATION AND AGE

19 years or less: NFG 2.29, FG 2.06
20 to 24 years: NFG 2.18, FG 2.05
25 to 29 years: NFG 2.53, FG 2.41
30 years or more: NFG 2.83, FG 2.72
RIVERSIDE COMMUNITY COLLEGE DISTRICT
FIRST SEMESTER GPA BY FIRST-GENERATION AND ETHNICITY

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY COMBINED GROUP – FIRST-GENERATION STATUS
RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY COMBINED GROUP – FIRST-GENERATION STATUS
RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY COMBINED GROUP – FIRST-GENERATION STATUS
RIVERSIDE COMMUNITY COLLEGE DISTRICT
HIGHER GPA OF FG VS. LOWER GPA OF NFG

**First-generation, High GPA**
- Females and Males, 30 years or older
  - Asian
  - Hispanic
  - White
  - Other
- Female and Male, 25 to 29 years
  - White
- Female, 25 to 29 years
  - Asian
  - Other

**Not First-generation, Low GPA**
- Female and Male, 24 years or younger
  - Hispanic
  - Other
- Male, 20 years or younger
  - Asian
- Every gender and age group of African-American
SO WHAT NOW?
Goal: Student Equity Minded Campus Culture

Engage in dialogue and practices that employ equity-minded pedagogy and inquiry. Rely on theoretical frameworks to ensure equity activities are based on research and are student-centered.
USE OF FIRST-GENERATION STUDENT DATA AT OUR COLLEGES

Define
Integrate
Implement
Evaluate
THANK YOU!

ANY QUESTIONS?

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