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
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.”
STUDENT EQUITY FUNDING

- 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
First-generation students have a disadvantage in postsecondary education compared to non-first generation students in the following areas:

- Successful completion
- Retention
- Persistence
- Units completed
- Transfer
- Graduation
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
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.
~Dean, EOPS/CARE Director
DEFINING FIRST-GENERATION STUDENTS

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

76% FG
24% NFG
DEFINING FIRST-GENERATION STUDENTS

- BA Degree: 76% FG, 24% NFG
- AA Degree: 66% FG, 34% NFG
You guys want to have a one-minute dance party?
You guys want to have a one-minute dance party?

First-Generation Definition!
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
Paper:
- At points of service (e.g., counseling centers, EOPS center)
- In the classroom by faculty members
- Online on the student Portal

More than 4,400 responses

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

Survey

FG NFG

CC

43% 57%

44% 56%
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
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
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
CHAFFEY FIT STUDENT SURVEY – FALL 2015
SURVEY RESULTS - 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
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
CHAFFEY FIT STUDENT SURVEY – FALL 2015
SURVEY RESULTS - 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
- 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: NFG 40%, FG 39%
- Student Effort: NFG 48%, FG 50%
- Academic Challenge: NFG 60%, FG 60%
- Student/Faculty Interaction: NFG 40%, FG 39%
- Support for Learners: NFG 41%, FG 48%
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)
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)
You guys want to have a one-minute dance party?
Student Engagement/
Use of Services!
RIVERSIDE COMMUNITY COLLEGE DISTRICT

PLACEMENT DATA 2000 TO 2015
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
GPA BY TERM – FIRST-GENERATION=NO BA
RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY TERM – FIRST-GENERATION=NO AA
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
RIVERSIDE COMMUNITY COLLEGE DISTRICT
FIRST SEMESTER GPA BY FIRST-GENERATION AND AGE
RIVERSIDE COMMUNITY COLLEGE DISTRICT
FIRST SEMESTER GPA BY FIRST-GENERATION AND GENDER

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RIVERSIDE COMMUNITY COLLEGE DISTRICT
FIRST SEMESTER GPA BY FIRST-GENERATION AND ETHNICITY

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<tr>
<td>Other</td>
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<td>2.35</td>
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RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY COMBINED GROUP (G. STOUP)
RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY COMBINED GROUP – FIRST-GENERATION
RIVERSIDE COMMUNITY COLLEGE DISTRICT
GPA BY COMBINED GROUP – FIRST-GENERATION STATUS
<table>
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<tr>
<th>First-generation, High GPA</th>
<th>Not First-generation, Low GPA</th>
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<td>Female and Male, 24 years or younger</td>
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<td>- Hispanic</td>
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<td>- Hispanic</td>
<td>- Other</td>
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<tr>
<td>- White</td>
<td></td>
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<tr>
<td>- Other</td>
<td></td>
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<tr>
<td>Female and Male, 25 to 29 years</td>
<td>Male, 20 years or younger</td>
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<tr>
<td>- White</td>
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<tr>
<td>- Asian</td>
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<tr>
<td>- Other</td>
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SO WHAT NOW?
THANK YOU!

ANY QUESTIONS?

Daniel Martinez, Director of Institutional Research, College of the Desert
Danielle Pearson, Senior Research Analyst, Chaffey College
Monica Green, Vice President of Student Services, Norco College