

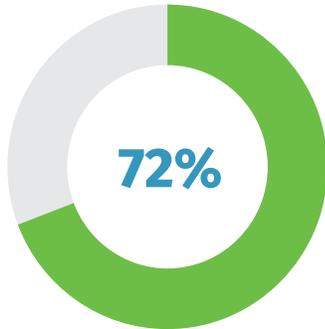
SHIFTING INSTITUTIONAL PRIORITIES FOR FIRST-GENERATION SUCCESS

First-generation students make up a third of all college students¹, but only 27% will attain their degrees within four years. Explore the mindset institutions are adopting and the approaches being implemented to improve first-generation student success and completion.



COLLEGE-READY VS. STUDENT-READY

Rather than focusing primarily on whether students are college-ready, institutions are becoming student-ready by changing policies, processes, and practices to better serve students and reduce barriers to success.



72% of surveyed practitioners believe that their institution should make significant improvements in the way first-generation students are supported on campus.

“We’re sending students into environments that were not created with them in mind. We don’t have to hold their hands, but we have to walk beside them. Not because they’re at a deficit, but because the institution is not nimble enough to effectively give them what they need to be successful.”

Kaye Monk-Morgan,

Assistant Vice President of Academic Affairs, Wichita State University



REACTIVE VS. PROACTIVE SUPPORT

By identifying first-generation students earlier, improving information sharing, and strengthening data collection, institutions are expanding programs to support students throughout the postsecondary experience and beyond rather than focusing on the transition from high school to college.



“It’s always better to begin working with a student at the beginning stages of a problem or concern, but often times we’re coming in when it’s crisis mode, when there are limited options for the student.”

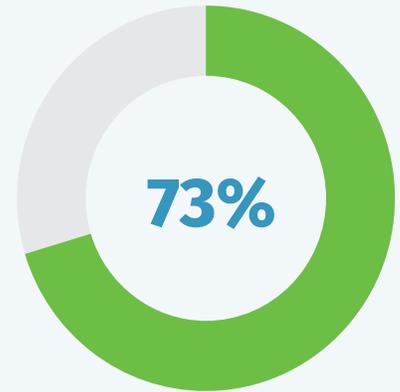
Natalie Verge,

Senior Associate Director,
University Service Center,
Boston University



COHORT & COHORT + NETWORKED APPROACHES

Cohort-based programs offer effective, high-touch support for a subset of first-generation students but are often resource-intensive. An emerging networked approach, which enhances activities such as resource and data sharing, joint programming, and partnered recruitment, allows institutions to expand the reach and scale of their high-touch support despite resource constraints.



Institutions offering cohort-based programs for first-generation students

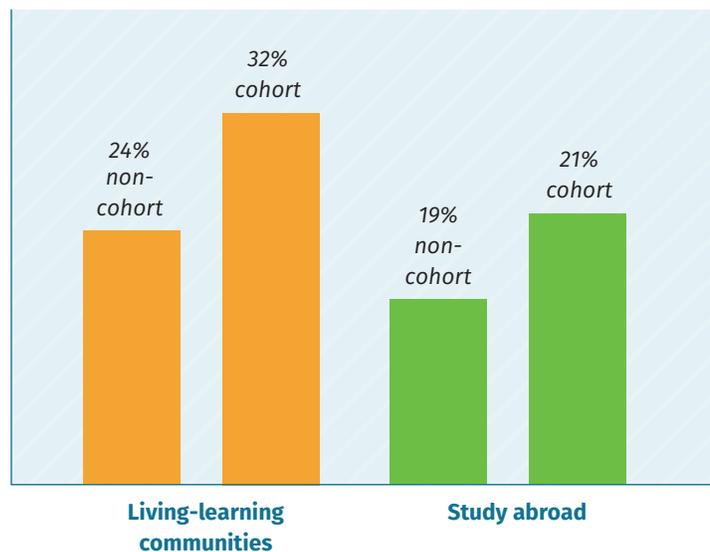


HIGH-IMPACT EDUCATION PRACTICES (HIPs): GENERAL VS. SPECIFIC TO FIRST-GENERATION

While HIPs have been successfully used with first-generation students, programs that tailor approaches to the specific needs of first-generation students, supported by data, see the most success. Practitioners frequently use high-impact educational practices (HIPs) to inform their first-generation offerings because of their widespread use across higher education and the shortage of practice-oriented research centering specifically on first-generation support.



Institutions using specific HIPs for first-generation students in both cohort and non-cohort-based formats



Visit firstgen.naspa.org to download our Landscape Analysis of First-generation Programs and Services at Four-Year Institutions.

¹ Cataldi, Bennett, & Chen, 2018; Skomsvold, 2015