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Why School? Every Student Has a Story Teaching STEM to First Generation College Students South Side Girls An Exploration of Intersecting Identities of First-Generation, Low-Income College Students First Generation Entry Into Higher Education Teaching Unprepared Students Americans by Heart On the Borders of the Academy Higher Education and First-Generation Students Tomorrow's Professor Achieving Equity for Latino Students Story-Based Inquiry: A Manual for Investigative Journalists Gritty. (Black) A Hope in the Unseen Closing the Opportunity Gap The Finkley Experience: a College Readiness Guide for First Generation Students The First-Generation College Experience Postsecondary Education for First-Generation and Low-Income Students in the Ivy League The Invisibility Factor First-Generation College Students College Essay Essentials Student Engagement in Higher Education College Aspirations and Access in Working-Class Rural Communities First in the Family The College Fear Factor First-Generation College Student Experiences of Intersecting Marginalities Clearing the Path for First-

Generation College Students Academic Library Services for First-generation
Students The Privileged Poor Geographies of Campus Inequality Understanding
Experiences of First Generation University Students Passing the Torch First-
Generation College Student Research Studies The Journey Before Us The First
Generation Student Experience 33 Simple Strategies for Faculty 50 Things I Wish
Someone Would Have Told Me about College Technology and
Engagement Understanding Experiences of First Generation University Students

Why School?

More students are enrolling in college than ever before in U.S. history. Yet, many never graduate. In *The Journey Before Us*, Laura Nichols examines why this is by sharing the experiences of aspiring first-generation college students as they move from middle-school to young adulthood. By following the educational trajectories and transitions of Latinx, mainly second-generation immigrant students and analyzing national data, Nichols explores the different paths that students take and the factors that make a difference. The interconnected role of schools, neighborhoods, policy, employment, advocates, identity, social class, and family reveal what must change to address the “college completion crisis.” Appropriate for anyone wanting to understand their own educational journey as well as students, teachers, counselors, school administrators, scholars, and policymakers,

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The Journey Before Us outlines what is needed so that education can once again be a means of social mobility for those who would be the first in their families to graduate from college.

Every Student Has a Story

An NPR Favorite Book of the Year Winner of the Critics' Choice Book Award, American Educational Studies Association Winner of the Mirra Komarovsky Book Award Winner of the CEP-Mildred García Award for Exemplary Scholarship “Eye-opening Brings home the pain and reality of on-campus poverty and puts the blame squarely on elite institutions.” —Washington Post “Jack’s investigation redirects attention from the matter of access to the matter of inclusion His book challenges universities to support the diversity they indulge in advertising.” —New Yorker “The lesson is plain—simply admitting low-income students is just the start of a university’s obligations. Once they’re on campus, colleges must show them that they are full-fledged citizen.” —David Kirp, American Prospect “This book should be studied closely by anyone interested in improving diversity and inclusion in higher education and provides a moving call to action for us all.” —Raj Chetty, Harvard University The Ivy League looks different than it used to. College presidents and deans of admission have opened their doors—and their coffers—to support a more diverse student body. But is it enough just to admit these students? In this bracing exposé, Anthony Jack shows that many students’ struggles continue long after

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they've settled in their dorms. Admission, they quickly learn, is not the same as acceptance. This powerfully argued book documents how university policies and campus culture can exacerbate preexisting inequalities and reveals why some students are harder hit than others.

Teaching STEM to First Generation College Students

Real-world advice for first-generation college students FROM first-generation college graduates. Each author understands the challenges of being the first person in your entire family to attend college. This book is full of practical, common sense advice that will save you both time and money because it was gained through the struggles and challenges overcome by first-generation students. A must have for any first-generation student or for any college student whose parents have been out of school for more than 10 years.

South Side Girls

Americans by Heart examines the plight of undocumented Latino students as they navigate the educational and legal tightrope presented by their immigration status. Many of these students are accepted to attend some of our best colleges and universities but cannot afford the tuition to do so because they are not eligible

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for financial aid or employment. For the few that defy the odds and manage to graduate, their status continues to present insurmountable barriers to employment. This timely and compelling account brings to light the hard work and perseverance of these students and their families; their commitment to education and civic participation; and their deep sense of uncertainty and marginality. Offering a rich in-depth analysis, the author presents a new framework for educational policies that recognizes the merit and potential of undocumented Latino students and links their situation to larger social and policy issues of immigration reform and higher education access.

An Exploration of Intersecting Identities of First-Generation, Low-Income College Students

Technology and Engagement is based on a four-year study of how first generation college students use social media, aimed at improving their transition to and engagement with their university. Through web technology, including social media sites, students were better able to maintain close ties with family and friends from home, as well as engage more with social and academic programs at their university. This 'ecology of transition' was important in keeping the students focused on why they were in college, and helped them become more integrated into the university setting. By showing the gains in campus capital these first-

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generation college students obtained through social media, the authors offer concrete suggestions for how other universities and college-retention programs can utilize the findings to increase their own retention of first-generation college students.

First Generation Entry Into Higher Education

This book examines how previously excluded high-achieving, low-income students are faring socially and academically at an Ivy League college in New England. In the past, research conducted on low-income students in elite schools focused mainly on the admissions process. As a result, there is a dearth of research on what happens to low-income students once they are admitted and attend classes. This book chronicles an ethnographic study of twenty low-income men and women in their senior year at Dartmouth College and follows up with them four and twelve years post-graduation. By helping to bring visibility and self-awareness to low-income students and expose class issues and struggles, the author hopes to encourage elite institutions to change their policies and practices to address the needs of these students.

Teaching Unprepared Students

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FIRST-GENERATION COLLEGE STUDENTS "a concise, manageable, lucid summary of the best scholarship, practices, and future-oriented thinking about how to effectively recruit, educate, develop, retain, and ultimately graduate first-generation students." —from the foreword by JOHN N. GARDNER First-generation students are frequently marginalized on their campuses, treated with benign disregard, and placed at a competitive disadvantage because of their invisibility. While they include 51% of all undergraduates, or approximately 9.3 million students, they are less likely than their peers to earn degrees. Among students enrolled in two-year institutions, they are significantly less likely to persist into a second year. First-Generation College Students offers academic leaders and student affairs professionals a guide for understanding the special challenges and common barriers these students face and provides the necessary strategies for helping them transition through and graduate from their chosen institutions. Based in solid research, the authors describe best practices and include suggestions and techniques that can help leaders design and implement effective curricula, out-of-class learning experiences, and student support services, as well as develop strategic plans that address issues sure to arise in the future. The authors offer an analysis of first-generation student expectations for college life and academics and examine the powerful role cultural capital plays in shaping their experiences and socialization. Providing a template for other campuses, the book highlights programmatic initiatives at colleges around the county that effectively serve first-generation students and create a powerful learning environment for their success.

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First-Generation College Students provides a much-needed portrait of the cognitive, developmental, and social factors that affect the college-going experiences and retention rates of this growing population of college students.

Americans by Heart

Despite their numbers, Latinos continue to lack full and equal participation in all facets of American life, including education. This book provides a critical discussion of the role that select K-12 educational policies have and continue to play in failing Latino students. The author draws upon institutional, national, and statewide data sets, as well as interviews among students, teachers, and college administrators, to explore the role that public policies play in educating Latino students. The book concludes with specific recommendations that aim to raise achievement, college transition rates, and success among Latino students across the preschool through college continuum. Frances Contreras is an Associate Professor of Higher Education in the area of Leadership and Policy Studies in the College of Education, University of Washington in Seattle “Prof. Frances Contreras is one of the nation’s leading authorities on Latino educational problems and on policies that will effectively address these. This book presents a unique and incisive analysis of the Latino educational achievement gap and its connections to concomitant gap in educational opportunities for Latinos. This very readable book combines rigorous scholarship with clearly stated policy recommendations. It should be read by all

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who are interested in understanding and addressing one of the most serious problems of our times.” —Jorge Chapa, University of Illinois at Urbana Champaign
“Rich in data and social context, Contreras presents a compelling and comprehensive picture for the collective need to invest fully in the education of our Latino youth. As important, she delineates a bold public policy pathway for Latino student success that encompasses K-12 and higher education.” —James M. Montoya, Vice President, Higher Education, The College Board
“This book offers valuable insights and productive recommendations for addressing a critically important topic: how to improve educational equity for Latinos, one of our nation’s fastest-growing but most-underserved populations.” —Laura Perna, Professor, Graduate School of Education, University of Pennsylvania

On the Borders of the Academy

Second volume in series: This book is a compilation of essays about what it's like being the first person in your family to go to college. TRIO Students at Indiana University -Purdue University in Fort Wayne, Indiana offer compelling narratives of personal experiences stemming from being a first-generation student in college. While no two situations are alike, many students report struggling with social and cultural adjustments; insecurities about information or processes; personal family situations and dynamics; and physical or mental health issues. Some of the struggles students chose to write about in this book include cultural differences,

family tragedies, unrealistic expectations of college, family health issues, and insecurities about choosing a major. It is our hope that these personal narratives resonate with other first-generation college students and help affirm that they are not alone-but a part of a much larger community of first-generation students. It is also our hope that these essays increase dialogue on campuses regarding struggles outside of the classroom that many first-generation students face in their journeys toward graduation.

Higher Education and First-Generation Students

The First Generation Experience is the only college success book written specifically to serve first generation students. It is for students who need a little extra attention and support to have a firm footing in the academic world. It is about helping those students who have felt disenfranchised, disengaged, and disappointed by the educational system to empower themselves with the knowledge and the skills necessary to imagine and realize and new future. It is also a book about change, specifically transformation. The word itself has multiple meanings in different academic disciplines, but the idea of transformation most closely applies to the intentional process by which we help students change as individuals, as scholars, and as citizens of their communities.

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Tomorrow's Professor

Rodney and Ron Lewis have passionately presented to thousands of students about taking personal responsibility for their education. In this hard-hitting book, these two dynamic educators explicitly speak to first generation college students about consistently overcoming adversity and creating long-term success in college and life. The twins use relatable principles along with compassionate stories from their college experience to convey the strength of a “gritty” mindset. Throughout the book, the Lewis brothers document their learning from extreme college partying, rebounding from low ACT scores, and turning away friends involved in drugs. This book will definitely empower first generation college students to work hard everyday, take ownership of their learning, seek the proper information, choose friends wisely, and dedicate their education to helping others. Are You Gritty?

Achieving Equity for Latino Students

Higher Education and First-Generation Students offers a rich understanding of the experience of students who are the first in their families to attend college. Jehangir contends that first-generation students are isolated and marginalized on many large college campuses, and she considers learning communities and critical

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multicultural pedagogies as vehicles to cultivate community, voice, and place for this growing group of students. This book is a theoretically informed study of the lived experience of FG students and draws on their voices to demonstrate how their insights compare with what we, as educators, think we know about them.

Story-Based Inquiry: A Manual for Investigative Journalists

In the updated edition of this important volume, the editors and chapter contributors explore how diverse populations of students experience college differently and encounter group-specific barriers to success. Informed by relevant theories, each chapter focuses on engaging a different student population, including low-income students, Students of Color, international students, students with disabilities, religious minority students, student-athletes, part-time students, adult learners, military-connected students, graduate students, and others. New in this third edition is the inclusion of chapters on Indigenous students, student activists, transracial Asian American adoptee students, justice-involved students, student-parents, first-generation students, and undocumented students. The forward-thinking, practical, anti-deficit-oriented strategies offered throughout the book are based on research and the collected professional wisdom of experienced educators and scholars at a range of postsecondary institutions. Current and future faculty members, higher education administrators, and student affairs educators will undoubtedly find this book complete with fresh ideas to reverse troubling

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engagement trends among various college student populations.

Gritty. (Black)

A Hope in the Unseen

"Sociological research on the experience of first-generation college students has expanded significantly in the last decade, providing broad-ranging data about the ways that these students enter college settings and their comparative progress toward graduation. However, we still know little about differences among first-gen students. In this book, we problematize the notion that there is only way to be a first generation student, and we consider the implications that different routes into and through college have for post-college mobility. Drawing on interviews with 64 college students at one highly selective campus and national longitudinal survey data from 28 campuses, we found that rather than developing a sense of belonging on campus at large, first-generation students were located in one of four different smaller multi-dimensional niches, what we refer to as campus geographies"--

Closing the Opportunity Gap

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In January 2014, the White House urged that college be made more accessible for low-income Americans. Moving beyond access to success, however, requires knowing more about the experiences of these students. This research report captures the challenges low-income, first-generation students face in their collegiate journey, examining the strategies they employ to persist. Organized thematically and using student narrative, the brief report explores the diversity of first-generation students, the intersections of their multiple identities, and their interactions with the institutional agents that affect college success. An Exploration of Intersecting Identities of First-Generation, Low-Income Students also offers practical suggestions for higher education professionals working with this diverse and growing population.

The Finkley Experience: a College Readiness Guide for First Generation Students

Drawing on international comparative research, this book explores the access and success of under-represented groups in tertiary education through the lens of 'first generation entrants'. It considers the participation and success of targeted equity groups in higher education internationally.

The First-Generation College Experience

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Rebecca D. Cox draws on five years of interviews and observations at community colleges, where she shows how students and their instructors misunderstand and ultimately fail one another, despite good intentions. Eye-opening even for experienced faculty and administrators, *The College Fear Factor* reveals how the traditional college culture can actually pose obstacles to students' success, and suggests strategies for effectively explaining academic expectations.

Postsecondary Education for First-Generation and Low-Income Students in the Ivy League

Tomorrow's Professor is designed to help you prepare for, find, and succeed at academic careers in science and engineering. It looks at the full range of North American four-year academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book. Tailored for today's graduate students, postdocs, and beginning professors, *Tomorrow's Professor*: Presents a no-holds-barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start-up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding

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academic career and a quality of life that is both balanced and fulfilling Bonus material is available for free download at <http://booksupport.wiley.com> At a time when anxiety about academic career opportunities for Ph.D.s in these field is at an all-time high, Tomorrow's Professor provides a much-needed practical approach to career development.

The Invisibility Factor

The Finkley Experience: A College Readiness Guide for First Generation Students is a book based off the life and experiences of Michael D. Finkley. Finkley came from a first generation background. Along his professional journey, Finkley has been employed with various institutions in college admissions, career services, and academic advising; including: For-Profit Institutions, Private Institutions, Career-Focused Institutions, State Institutions, HBCUs (Historically Black Colleges/Universities), and Technical/Community Colleges. With his wide-range of experience, he has vowed to give back and guide students along the college admissions process. This book covers subjects from College F.I.T. to Is College Really for Me? Enjoy!

First-Generation College Students

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Why School? is a little book driven by big questions. What does it mean to be educated? What is intelligence? How should we think about intelligence, education, and opportunity in an open society? Drawing on forty years of teaching and research and "a profound understanding of the opportunities, both intellectual and economic, that come from education" (Booklist), award-winning author Mike Rose reflects on these and other questions related to public schooling in America. He answers them in beautifully written chapters that are both rich in detail and informed by an extensive knowledge of history, the psychology of learning, and the politics of education. This paperback edition includes three new chapters showing how cognitive science actually narrows our understanding of learning, how to increase college graduation rates, and how to value the teaching of basic skills. An updated introduction by Rose, who has been hailed as "a superb writer and an even better storyteller" (TLN Teachers Network), reflects on recent developments in school reform. Lauded as "a beautifully written work of literary nonfiction" (The Christian Science Monitor) and called "stunning" by the New Educator Journal, Why School? offers an eloquent call for a bountiful democratic vision of the purpose of schooling.

College Essay Essentials

One of the most significant achievements in US higher education during the latter half of the twentieth century was the increasing access enjoyed by historically

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marginalized populations, including women, people of color, and the poor and working class. With this achievement, however, has come a growing population of first generation students, including first-generation graduate students and faculty members, who struggle at times to navigate unfamiliar territory. This book offers insight into the challenges of first-generation status, as well as practical tools for navigating the halls of the academy for both academics and their institutional allies.

Student Engagement in Higher Education

College Aspirations and Access in Working Class Rural Communities: The Mixed Signals, Challenges, and New Language First-Generation Students Encounter explores how a working class, rural environment influences rural students' opportunities to pursue higher education and engage in the college choice process. Based on a case study with accounts from rural high school students and counselors, this book examines how these communities perceive higher education and what challenges arise for both rural students and counselors. The book addresses how college knowledge and university jargon illustrate the gap between rural cultural capital and higher education cultural capital. Insights about approaches to reduce barriers created by college knowledge and university jargon are shared and strategies for offering rural students pathways to learn academic language and navigate higher education are presented for both secondary and

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College Aspirations and Access in Working-Class Rural Communities

In *South Side Girls* Marcia Chatelain recasts Chicago's Great Migration through the lens of black girls. Focusing on the years between 1910 and 1940, when Chicago's black population quintupled, Chatelain describes how Chicago's black social scientists, urban reformers, journalists and activists formulated a vulnerable image of urban black girlhood that needed protecting. She argues that the construction and meaning of black girlhood shifted in response to major economic, social, and cultural changes and crises, and that it reflected parents' and community leaders' anxieties about urbanization and its meaning for racial progress. Girls shouldered much of the burden of black aspiration, as adults often scrutinized their choices and behavior, and their well-being symbolized the community's moral health. Yet these adults were not alone in thinking about the Great Migration, as girls expressed their views as well. Referencing girls' letters and interviews, Chatelain uses their powerful stories of hope, anticipation and disappointment to highlight their feelings and thoughts, and in so doing, she helps restore the experiences of an understudied population to the Great Migration's complex narrative.

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First in the Family

Many students struggle with the transition from high school to university life. This is especially true of first-generation college students, who are often unfamiliar with the norms and expectations of academia. College professors usually want to help, but many feel overwhelmed by the prospect of making extra time in their already hectic schedules to meet with these struggling students. *33 Simple Strategies for Faculty* is a guidebook filled with practical solutions to this problem. It gives college faculty concrete exercises and tools they can use both inside and outside of the classroom to effectively bolster the academic success and wellbeing of their students. To devise these strategies, educational sociologist Lisa M. Nunn talked with a variety of first-year college students, learning what they find baffling and frustrating about their classes, as well as what they love about their professors' teaching. Combining student perspectives with the latest research on bridging the academic achievement gap, she shows how professors can make a difference by spending as little as fifteen minutes a week helping their students acculturate to college life. Whether you are a new faculty member or a tenured professor, you are sure to find *33 Simple Strategies for Faculty* to be an invaluable resource.

The College Fear Factor

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Over the past few decades universities have opened their doors to students whose parents and grandparents were historically excluded from societal participation and higher education for reasons associated with racial, ethnic, socio-economic and/or linguistic diversity. Many of these students are first generation - or first in their family to attend university. While some progress has been made in responding to the needs of these internationally underserved learners, many challenges remain. This edited book features the unique and diverse experiences of first generation students as they transition into and engage with higher education whilst exploring ways in which universities might better serve these students. With reference to culturally responsive and sustaining research methodologies undertaken in Australia, Canada, New Zealand, South Africa, the UK and the USA, the contributors critically examine how these students demonstrate resilience within university, and ways in which success and challenges are articulated. Elements that are unique to context and shared across the international higher education milieu are explored. The book is replete with diverse student voices, and compelling implications for practice and future research. The studies featured are centred on underlying theories of identity and intersectionality while valuing student voices and experiences. Throughout, the emphasis is on using strengths-based indigenous and decolonised methodologies. Through these culturally sustaining approaches, which include critical incident technique, participatory learning and action, talanoa and narrative inquiry, the book explores rich data on first generation student experiences at seven institutions in six

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countries across four continents.

First-Generation College Student Experiences of Intersecting Marginalities

As societal expectations about attending college have grown, professors report increasing numbers of students who are unprepared for the rigors of postsecondary education—not just more students with learning disabilities (whose numbers have more than tripled), but students (with and without special admission status) who are academically at-risk because of inadequate reading, writing and study skills. This book provides professors and their graduate teaching assistants—those at the front line of interactions with students—with techniques and approaches they can use in class to help at-risk students raise their skills so that they can successfully complete their studies. The author shares proven practices that will not only engage all students in a class, but also create the conditions—while maintaining high standards and high expectations—to enable at-risk and under-prepared students to develop academically and graduate with good grades. The author also explains how to work effectively with academic support units on campus. Within the framework of identifying those students who need help, establishing a rapport with them, adopting inclusive teaching strategies, and offering appropriate guidance, the book presents the theory teachers will need,

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and effective classroom strategies. The author covers teaching philosophy and goals; issues of discipline and behavior; motivation and making expectations explicit; classroom climate and learning styles; developing time management and study skills; as well as the application of “universal design” strategies. The ideas presented here—that the author has successfully employed over many years—can be easily integrated into any class.

Clearing the Path for First-Generation College Students

This collective volume fills an important gap in first-generation college student research by simultaneously achieving several important goals. Collectively, the essays represent a balance of personal narrative, qualitative, and quantitative approaches that extend our understanding of the first-generation college student (FGS) experience. The essays review the existing literature on FGS; outline the barriers to college success faced by FGS; update the existing literature by introducing new and cutting-edge first-generation research; and recommend solutions to those in the trenches, who include support staff who design programs to support FGS. The book's contributing authors bring important personal and scholarly expertise to the project. The authors include faculty, administrators, support services personnel, and former students at private liberal arts colleges, major research universities, community colleges, and comprehensive universities in urban and rural settings. The diverse perspectives represented in the essays will

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benefit administrators and staff working at diverse types of institutions with FGS. In addition, many of the authors were first-generation college students. Socio-economic background profoundly shapes a person's cultural transition into college and heavily determines what barriers to academic success he or she will face. This collection's authors have a keen understanding of the FGS experience having made the transition into a foreign academic culture themselves. The book's essays address the following topics of concern of staff who interact with FGS: - Understanding classism in the academy and class segregation on campus - Race, ethnicity, class, and immigration as they impact FGS' campus experiences - Insight for developing successful first-generation support service programs - FGS' emotional, academic, and cultural adjustment to campus life - The role of support groups in shaping the first-semester FGS college experience - The importance of mentoring in aiding FGS' cultural transition to college - The impact of a FGS' living situation (such as in a campus living-learning center) on academic and cultural transition

Academic Library Services for First-generation Students

This collection explores social processes and meanings germane to the educational mobility of first-generation college students before and during their matriculation into higher education. The contributing scholars examine dynamics, policies, practices, and programs that inform college access and persistence for first

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The Privileged Poor

Demographic data and secondary school graduation rates suggest that colleges and universities will enroll growing numbers of first-generation students over the next decade. Academic Library Services for First-Generation Students focuses on ways academic libraries can uniquely contribute to the successful transition to college and year-to-year retention of first-generation students. The practical recommendations in this book include a wide range of ideas for the design and modification of library services and facilities to be more inclusive of the needs of first-generation students. All of the recommendations are specifically aimed at addressing challenges faced by first-generation students. Topics covered range from study spaces and service points to information literacy instruction and campus partnerships. The book make the case--both explicitly and implicitly--that academic libraries can help address known risk factors (e.g., by helping students build academic cultural competencies) and thereby improve success, persistence, and retention for first-generation students. Academic library professionals in both leadership roles and public service positions will benefit from the actionable strategies presented here.

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Geographies of Campus Inequality

Over the past few decades universities have opened their doors to students whose parents and grandparents were historically excluded from societal participation and higher education for reasons associated with racial, ethnic, socio-economic and/or linguistic diversity. Many of these students are first generation - or first in their family to attend university. While some progress has been made in responding to the needs of these internationally underserved learners, many challenges remain. This edited book features the unique and diverse experiences of first generation students as they transition into and engage with higher education whilst exploring ways in which universities might better serve these students. With reference to culturally responsive and sustaining research methodologies undertaken in Australia, Canada, New Zealand, South Africa, the UK and the USA, the contributors critically examine how these students demonstrate resilience within university, and ways in which success and challenges are articulated. Elements that are unique to context and shared across the international higher education milieu are explored. The book is replete with diverse student voices, and compelling implications for practice and future research. The studies featured are centred on underlying theories of identity and intersectionality while valuing student voices and experiences. Throughout, the emphasis is on using strengths-based indigenous and decolonised methodologies. Through these culturally sustaining approaches, which include critical incident technique,

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participatory learning and action, talanoa and narrative inquiry, the book explores rich data on first generation student experiences at seven institutions in six countries across four continents.

Understanding Experiences of First Generation University Students

The steady expansion of college enrollment rates over the last generation has been heralded as a major step toward reducing chronic economic disparities. But many of the policies that broadened access to higher education—including affirmative action, open admissions, and need-based financial aid—have come under attack in recent years by critics alleging that schools are admitting unqualified students who are unlikely to benefit from a college education. In *Passing the Torch*, Paul Attewell, David Lavin, Thurston Domina, and Tania Levey follow students admitted under the City University of New York’s “open admissions” policy, tracking its effects on them and their children, to find out whether widening college access can accelerate social mobility across generations. Unlike previous research into the benefits of higher education, *Passing the Torch* follows the educational achievements of three generations over thirty years. The book focuses on a cohort of women who entered CUNY between 1970 and 1972, when the university began accepting all graduates of New York City high schools

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and increasing its representation of poor and minority students. The authors survey these women in order to identify how the opportunity to pursue higher education affected not only their long-term educational attainments and family well-being, but also how it affected their children's educational achievements. Comparing the record of the CUNY alumnae to peers nationwide, the authors find that when women from underprivileged backgrounds go to college, their children are more likely to succeed in school and earn college degrees themselves. Mothers with a college degree are more likely to expect their children to go to college, to have extensive discussions with their children, and to be involved in their children's schools. All of these parenting behaviors appear to foster higher test scores and college enrollment rates among their children. In addition, college-educated women are more likely to raise their children in stable two-parent households and to earn higher incomes; both factors have been demonstrated to increase children's educational success. The evidence marshaled in this important book reaffirms the American ideal of upward mobility through education. As the first study to indicate that increasing access to college among today's disadvantaged students can reduce educational gaps in the next generation, *Passing the Torch* makes a powerful argument in favor of college for all.

Passing the Torch

A companion to *First in the Family: Your High School Years*, this next-step

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guidebook straight from their peers tells first-generation college students how to stay in college and graduate.

First-Generation College Student Research Studies

Writing an amazing college admission essay is easier than you think! So you're a high school senior given the task of writing a 650-word personal statement for your college application. Do you tell the story of your life, or a story from your life? Do you choose a single moment? If so, which one? The options seem endless. Lucky for you, they're not. College counselor Ethan Sawyer (aka The College Essay Guy) will show you that there are only four (really, four!) types of college admission essays. And all you have to do to figure out which type is best for you is answer two simple questions: 1. Have you experienced significant challenges in your life? 2. Do you know what you want to be or do in the future? With these questions providing the building blocks for your essay, Sawyer guides you through the rest of the process, from choosing a structure to revising your essay, and answers the big questions that have probably been keeping you up at night: How do I brag in a way that doesn't sound like bragging? and How do I make my essay, like, deep? Packed with tips, tricks, exercises, and sample essays from real students who got into their dream schools, College Essay Essentials is the only college essay guide to make this complicated process logical, simple, and (dare we say it?) a little bit fun.

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The Journey Before Us

More first-generation students are attending college than ever before, and policy makers agree that increasing their participation in higher education is a matter of priority. Despite this, there is no agreed definition about the term, few institutions can quantify how many first-generation students are enrolled, or mistakenly conflate them with low-income students, and many important dimensions to the first-generation student experience remain poorly documented. Few institutions have in place a clear, well-articulated practice for assisting first-generation students to succeed. Given that first-generation students comprise over 40% of incoming freshmen, increasing their retention and graduation rates can dramatically increase an institution's overall retention and graduation rates, and enhance its image and desirability. It is clearly in every institution's self-interest to ensure its first-generation students succeed, to identify and count them, and understand how to support them. This book provides high-level administrators with a plan of action for deans to create the awareness necessary for meaningful long-term change, sets out a campus acclimation process, and provides guidelines for the necessary support structures. At the heart of the book are 14 first-person narratives - by first-generation students spanning freshman to graduate years - that help the reader get to grips with the variety of ethnic and economic categories to which they belong. The book concludes by defining 14 key issues that institutions need to address, and offers a course of action for addressing them.

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This book is intended for everyone who serves these students – faculty, academic advisors, counselors, student affairs professionals, admissions officers, and administrators – and offers a set of best practices for how two- and four-year institutions can improve the success of their first-generation student populations.
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The First Generation Student Experience

It is 1993, and Cedric Jennings is a bright and ferociously determined honor student at Ballou, a high school in one of Washington D.C.'s most dangerous neighborhoods, where the dropout rate is well into double digits and just 80 students out of more than 1,350 boast an average of B or better. At Ballou, Cedric has almost no friends. He eats lunch in a classroom most days, plowing through the extra work he has asked for, knowing that he's really competing with kids from other, harder schools. Cedric Jennings's driving ambition—which is fully supported by his forceful mother—is to attend a top-flight college. In September 1995, after years of near superhuman dedication, he realizes that ambition when he begins as a freshman at Brown University. In this updated edition, *A Hope in the Unseen* chronicles Cedric's odyssey during his last two years of high school, follows him through his difficult first year at Brown, and now tells the story of his subsequent successes in college and the world of work. From the Trade Paperback edition.

33 Simple Strategies for Faculty

This book offers a novel and proven approach to the retention and success of underrepresented students. It advocates a strategic approach through which an institution sets clear goals and metrics and integrates the identity support work of cultural / diversity centers with skill building through cohort activities, enabling students to successfully navigate college, graduate on time and transition to the world of work. Underlying the process is an intersectional and identity-conscious, rather than identity-centered, framework that addresses the complexity of students' assets and needs as they encounter the unfamiliar terrain of college. In the current landscape of higher education, colleges and universities normally divide their efforts between departments and programs that explicitly work on developing students' identities and separate departments or programs that work on retaining and graduating higher-risk students. This book contends that the gap between cultural/diversity centers and institutional retention efforts is both a missed opportunity and one that perpetuates the opportunity gap between students of color and low-income students and their peers. Identity-consciousness, the central framework of this book, differs from an identity-centric approach where the identity itself is the focus of the intervention. For example, a Latino men's program can be developed as an identity-centered initiative if the outcomes of the program are all tied to a deeper or more complex understanding of one's Latino-ness and/or masculinity. Alternately, this same program can be an identity-

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conscious student success program if it is designed from the ground up with the students' racial and gender identities in mind, but the intended outcomes are tied to student success, such as term-to-term credit completion, yearly persistence, engagement in high-impact practices, or timely graduation. Following the introductory chapter focused on framing how we understand risk and success in the academy, the remaining chapters present programmatic interventions that have been tested and found effective for students of color, working class college students, and first-generation students. Each chapter opens with a student story to frame the problem, outlines the key research that informs the program, and offers sufficient descriptive information for staff or faculty considering implementing a similar identity-conscious intervention on their campus. The chapters conclude with a discussion of assessment, and suggested "Action Items" as starting points.

50 Things I Wish Someone Would Have Told Me about College

First-Generation College Student Research Studies offers uniquely designed chapters that are drawn from both quantitative and qualitative theoretical frameworks found in higher education. This edited volume is a must-read that contributes greatly to the research literature surrounding this student population.

Technology and Engagement

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Intersections of Marginality for First-Generation College Students examines the intersecting relationships between a student's identity as a first-generation college student (FGCS) and other identities such as race, class, LGBTQ+, and spiritual identity, among others.

Understanding Experiences of First Generation University Students

Do you ever feel like more and more of your students come to your classroom not knowing how to study or what to do in order to be successful in your class? Some students come to college knowing the ropes, knowing what it takes to be successful as STEM students. But many do not. Research shows that students who are the first-generation in their family to attend or complete college are likely to arrive at your classroom not knowing what it takes to be successful. And data shows that more first-generation students are likely to be arriving on your doorstep in the near future. What can you do to help these students be successful? This book can provide you with some research based methods that are quick, easy, and effortless. These are steps that you can take to help first-generation college students succeed without having to change the way you teach. Why put in this effort in the first place? The payoff is truly worth it. First-generation college students are frequently low-income students and from ethnic groups

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underrepresented in STEM. With a little effort, you can enhance the retention of underrepresented groups in your discipline, at your institution and play a role in national efforts to enhance diversity in STEM. "This book provides an excellent description of dealing with immigrant and first generation college STEM students whose socioeconomic backgrounds often hinder them from reaching their full potential. The text touches on various aspects of student, faculty and mentor interaction that will lead to the exploitation of the student natural talents and provide life changing outcomes." ~ Paris Svoronos, Ph.D. Queensborough Community College of CUNY "Gail Horowitz's new book Teaching STEM to First Generation College Students is a timely and important resource to improve the success of college students who come from families with little or no experience in the US higher education system. "First-gens" are a growing population whose academic success is important to both the institutions they attend and our nation's economy. Dr. Horowitz, an experienced chemistry educator, describes in detail the challenges first-gens face in historically difficult STEM classes. In doing so, she is honest but also optimistic. First-gens encounter difficulty not merely with the technical subject matter they may have been poorly prepared for in high school, but also with their own wrong-headed beliefs about how to study and where to find help on campus. At the same time, Horowitz is also highly respectful of the strengths that many first-gens bring to college, strengths often under the radar of instructors who may only see inexplicable behaviors they attribute to first-gens being clueless, unmotivated, or irresponsible. Horowitz provides an excellent

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review of constructs from psychology about students' and teachers' beliefs about academic success and failure, demonstrating that first gens are too often tripped by self-defeating and often incorrect beliefs about their legitimacy as college students and what it takes to pass difficult STEM courses. These, she explains, fuel first-gen students' fear about revealing their ignorance and illegitimacy as college students. With clear-eyed and experienced-based optimism about techniques that help first-gens succeed, she then gives excellent, specific suggestions for faculty, graduate teaching assistants, and the students themselves to help first-gens learn to "do" STEM courses and college successfully. This is an important and highly-recommended book, a gift of honesty and hope, by an experienced STEM instructor who clearly cares deeply about first-gen students and their college experience." ~ Dr. Louise Hainline CUNY - Brooklyn College Director, Center for Achievement in Science Education (CASE) Director of NYS Collegiate Science and Technology Entry Program (CSTEP) Director of NIH Minority Access to Research Careers (MARC) Director, NSF Improving Undergraduate STEM Education (IUSE) Peer-Assisted Team Research program Director, Brooklyn College subcontract, NSF Institutional Research and Academic Career Development Awards (IRACDA) to SUNY Stony Brook "As the college population becomes more diverse, STEM instructors have a responsibility to cultivate the success of all students. In this important and engaging book, Gail Horowitz provides a valuable resource for understanding the educational experiences of first-generation students and why they often struggle in STEM courses. The author persuasively conveys two important insights. First, that

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first-generation students can achieve success in STEM courses by becoming self-regulated learners. Second, that college faculty and graduate instructors can easily introduce effective learning strategies into their courses. These arguments are supported by extensive references to the research literature, which provide a wealth of additional resources. Just as important, however, is the deep humanity that the author brings to her subject—a sincere belief that our classrooms and colleges are made better by the aspirations, resilience, and experiences of first-generation students." ~ Dr. Trace Jordan New York University "G. Horowitz's book should be required reading for both teachers and students. It provides valuable insights into the behaviors and coping mechanisms of not only many first-generation college students, but also continuing generation students who struggle with STEM coursework. Recognizing these behaviors and mindsets is the first step towards becoming a better educator." ~ Leda Lee, M.S. Brooklyn College

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