

Literature Review for CCC's QEP Topic and 5-Year Plan:

ROAD to Success: Revitalizing Orientation and Advisement Development

Coahoma Community College is dedicated to improving student engagement, student success and student retention by utilizing a revitalized Advisement Protocol Process. This paper focuses on first-generation or First Time Ever in College (FTEIC) students who bring with them more problems, stressors, and obstacles than the traditional freshmen in college. Besides monetary concerns, these FTEIC have problems that include being underprepared academically and emotionally and underserved as well as feelings of lack of connection with the college community and lack of confidence to ask for help when one needs it.

This review of literature has researched some of the specific problems, stressors and obstacles facing the FTEIC students and some best practices of dealing with these problems by enhancing Advisement, mentoring, awareness and use of student services as well as providing a revitalized Orientation course that reinforces the advisement tool. By focusing on the FTEIC students and providing them the revitalized advisement process and enhanced orientation course with specific skills focusing on student engagement, mentoring and support services, CCC's 5-year Quality Enhancement Plan can result in student engagement, success and retention.

Obstacles to Success for the FTEIC

Community colleges are faced with the problem of FTEIC students enrolling for the first time; however, they are most likely to drop out during the first semester or after the first semester. (Schultz, Colton, and Colton 2001; Soria & Stebleton 2012; Orientation program 2012) First-generation students face more than money problems and family difficulties. The socioeconomic drawback of the poor and working class is a major obstacle (Tucker 2014; Soria & Stebleton 2012). "...it has seemed ironic to me that those who could most benefit from college—as measured by the value that would be added to their lives—are least likely to attend." (Oldfield 2007 3) For people not attending college and probably acquiring the same job without a college degree, these potential students would "still gain the most from a college education because it would teach them more ways to escape the humdrum existence of everyday employment—knowledge that all should receive, not just those raised in privileged circumstances." (Oldfield 2007 5)

Approximately half of all first-year community college students leave higher education before the beginning of their second year; this has remained the norm for more than 40

years. (Schuetz 2005; Marsden 2014). There are multiple reasons being studied about the loss of students in college, but the reasons are quite different for the first-time freshmen in their first six-weeks of college and those of other students leaving college in later years. (Schuetz 2005; Oldfield 2007; and Phinney & Haas 2003)

Lack of finances, a family emergency, emotional and other stressors or just lack of interest are reasons for dropping out; (Beating the Odds 2019; Marsden 2014) however, “first-generation students are only 10 percent more likely than continuing generation students to report financial issues as their reason for falling off the college track.” (23) Schuetz (2005) notes that other factors for first generation student attrition include part-time enrollment, working full time and not being able to enter college directly after high school graduation. (Tucker 2014; Marsden 2014)

These students have financial problems, of course, but finances are not the only obstacle. These low-income students also come from families who have never had anyone including parents to attend college. (Schultz, Colton, and Colton 2001; Folger, Carter & Chase 2004; and Watt, Butcher & Ramirez 2013; Fowler, Getzel & Lombardi 2018; Collier & Morgan 2008; Elmi 1998; Fike & Fike 2008; Petty 2014; Oldfield 2007; and Soria & Stebleton 2012)

First-generation college students list two major concerns: 1) they are afraid of fitting in with other students of middle and high socioeconomic status, and 2) can they be prepared for the academic rigors of college so they will not fail (Beating the Odds 2019; Petty 2014; Brost & Payne 2011; and Marsden 2014) Fear of not being accepted and small failures can cause what Flynn (2016; Elmi 1998) calls “shamed-based sense of self” (131) which causes students not to ask for help and eventually feel like they will never be successful in college. Although trained instructors and advisors deal with the underprepared student daily, Flynn (2016) emphasizes “they may never know the level of fear or shame that student is experiencing. We often miss the shame-based cues.” (131)

Besides finances, these students share academic, social, and cultural challenges. For instance, first-generation and low-income students tend to be less engaged in college activities than their peers. (Tucker 2014; Schultz, Colton, and Colton 2001; Fischer 2007; Watt, Butcher & Ramirez 2013; Addus, Chen & Khan 2007; Brost & Payne 2011 and Elmi 1998) Besides low or no coping skills and a lack of belief in one’s self, they tend to feel as if they have no support from others like friends or family (Phinney & Haas 2003; Petty 2014 and Oldfield 2007); they are being stressed with academics, family issues and other personal problems. As Phinney & Haas (2003) explain, first-generation students deal with concerns of how well they deal with the many stressors of college life and how they can access and recognize the resources that they need to deal with these situations. (Soria & Stebleton 2012)

Community colleges serve 53% of all first-time students enrolled in public higher education; this includes those who work while going to college, adult attendees, and other traditionally underrepresented students (Schuetz 2005). In Mississippi, 64% of all freshmen in public higher education are served by community colleges as reported by Mississippi State Board of Community and Junior Colleges.

Hermida (2010) states from 2009 statistics, “nearly 75% of all undergraduate students in both four-year and two-year postsecondary institutions are in some way nontraditional. For example, there are 11.5 million community college students. 13% of these students are African-American, 15% are Hispanic, 6% are Asian Pacific, and 1% are Native Americans.” (20) Of that number, first time ever in college students have a 39% share of all students. (Hermida 2010)

Folger, Carter and Chase (2004) report that the persistence rate for first generation students dropped from 74% to 69% in one year and the academic probation rate had increased from 10.3% to 11%, likely to the fall persistence rate. In order to prevent further decline, these at-risk freshmen need support (Folger, Carter and Chase 2004).

FTEIC freshmen have transitional needs that are not being addressed such as a feeling of lack of connection with others and the college community. These students also have a real need to develop a sense of academic strengths. (Folger, Carter and Chase 2004; Cherry, Lloyd, & Prida 2015; Fike & Fike 2008)). With the assistance of getting involved in groups, these students can improve in GPA while those who choose not to get involved are more likely to drop out. (Folger, Carter and Chase 2004) Social identity and feeling connected to others are important factors when at-risk, first-generation students decide to tough out their first college experience (Walker 2014); “social status is linked to ability, success, and effort.” (24)

Wang & Fredericks (2014) suggests that student engagement includes behavioral, emotional, and cognitive components. Behavioral engagement is defined as participation and task involvement in academic activities (Fredericks, Blumenfeld, & Paris, 2004; Wang & Fredericks 2014). Emotional engagement includes identifying with the college, a sense of belonging and the enjoyment of learning and valuing success in school-related outcomes. (Fredericks, Blumenfeld, & Paris, 2004; Wang & Fredericks 2014) And finally, the cognition includes strategy of self-regulated learning. These three components, according to Wang & Fredericks (2014), impact the students to act, feel, and think.

Failure to engage in school, says Wang and Fredericks (2014), may lead students to turn to the wrong crowd which adds to their alienation from teachers and parents and eventually lead to much more dangerous problems besides dropping out of college; perhaps they begin to use drugs and alcohol. (Wang and Fredericks 2014)

As most experts have noted, inadequate preparation is one of the major reasons first time ever in college students face an uncertain future either by becoming an early dropout or experiencing low grades. (Addus, Chen & Khan 2007; Walker 2014; Schuetz 2006). Inadequate preparation, lack of resources, and meager expectations (Walker 2014; Hermida 2010; Brost & Payne 2011) are among many of the obstacles.

Not having the confidence to speak up when one does not understand or needs help is another major problem. Most FTIEC students experiencing academic problems never face the problems and ask for help or resources from their instructors and counselors

(Addus, Chen & Khan 2007; Hermida 2010; Brost & Payne 2011) Macias (2017) reverses the negative and notes that “stubborn students” (18) who wait to ask for help at the last minute could be considered just grateful to have the opportunity to be in college. According to Macias (2017), instructors and advisors particularly need to recognize and meet the problem head on.

Psychological concerns of first time ever students stress and copying mechanisms to deal with stress; most of these students have never met “life’s challenges” for the first time on their own (Phinney & Haas 2003; and Hutter 2019). Since students come to college with major stressors, part of the engagement process for students is to train them how to cope with various types of stress. “Facing academic pressures, ... simply avoiding or ignoring a stressful situation may neither reduce stress nor alleviate the problem. We expected that a variety of strategies could be effective, if they are appropriate to the situation.” (Phinney & Haas 2003 741).

In the past, high school scores of GPAs and SAT scores related to intelligence and aptitude; however, they cannot predict student persistence and ability (Walker 2014). Not all high school students are prepared to enter college after high school graduation. According to Oldfield (2007), researchers and others note the strong connection between socioeconomic origins and academic achievement.” (3)

Hermida (2010) explains most of the underprepared include “...non-traditional students, particularly mature, aboriginal, international, recent immigrant, first-generation, and visible minorities.” (20) The problem, usually stemming from remedial academic support, cannot be fixed by providing the academic skills and knowledge of mainstream students to these non-traditional students; these measures neglect “...acknowledge and incorporate the diverse values, beliefs, and skills that non-traditional students bring to the classroom.” (Hermida 2010 19). Addressing the needs of these students says Hermida (2010) also includes reflecting “...their cultures, traditions and beliefs.” (19)

Another major obstacle relates directly to first generation students and their parents. The students are under a lot of stress just to achieve while trying to keep up family obligations and customs. Phinney and Haas (2003) say that parents who have not attended college may not understand the time pressures of college may interfere with

the performance of the student and/or family obligations. (Gillian-Daniel & Kraemer 2015; Hand & Payne 2008) The parents do not see how much time and effort it takes for their children to succeed in college; they expect the students to continue to work to provide for the family financially while continuing the customs and traditions of the family which are time consuming (Phinney & Haas 2003; Hayes, 2012)

Goral (2019) states there are lots of really complex problems in the world, “but if we’re not developing skills and confidence in our learners in school, we can’t expect that they’re going to be ready to solve problems when they’re out of school.” (13) Problem solving involves many talents like setting priorities, managing time, etc. Collier and Morgan (2008) speak about issues of time management and specific aspects of

coursework: “We find definite incongruities between faculty and student perspectives and identify differences between traditional and first-generation college students.” (425)

Advising for the FTEIC freshmen is ultimately important (Collier & Morgan 2008) with study habits following in a close second. The needed skills for these students have not been practiced. Flynn (2016) explains that at-risk students want to attend whatever seems easiest to them in the beginning like online classes “anytime/anyplace” (130). With proper support and applying learning skills, “...online courses would seem to be an excellent option for at-risk students that juggle work, family responsibilities and financial constraints,” (Flynn 2016 130), but they lack the necessary skills on their own.

FTEIC students are offered support services such as tutoring, money management, note taking, reading and writing skills, etc. but most of the time they fail to accept it or ask for it. As Confrey (1928) states: “Lectures on how to study avail nothing if the students are not put through the exercise of learning to study...A time budget affords no solution unless it actually put into use and adhered to.” (615).

Best Practices in Advising

Some of the best practices researched for Advising purposes include: “Defining advisement as a process and not just a one-time end all assists students to recognize the importance of advisement, not just for enrolling in courses, but for support services and needs such as tutoring, counseling, financial aid, scholarship opportunities, extra curriculum opportunities...” (Flynn 2016 131) The effectiveness of advisement, says Addus, Chen, and Khan (2007), can be a tool used to supplement a lack of preparedness for college and to assist students in tackling academic challenges that affect their performance. (Tucker 2014; Posser 1987) Posser (1987) argues that advisors’ roles, not necessarily defined as such, sometimes result in counseling students with family problems and concerns.

As Flynn (2016) describes these tools include: “a brief individual videoconference interview during the first week of the class, incorporating instructional strategies that appeal to multiple sensory modes and cognitive capabilities, creating an online support learning community, providing links to internal interactive supports, and helping at-risk students learn time management skills.” (132) The CCC revitalized Advisement Protocol seeks to use these tools during the process of advising as well as use these tools in the enhanced Orientation course that not only reinforces the Advisement process but provides its own interactive supports, video support with knowledge and personal contacts in Canvas as well as providing specific skills such as management of finances, time, and interpersonal skills.

Many experts name advisement as a major tool in recruiting and retaining students, if it is done correctly. According to Nealy (2005), a major element of retention is correct and repeated advising; he suggests that not only for beginning students but that freshmen should be required to attend an advising session at the end of their freshman year. CCC’s QEP Team is requiring this “second touch” each semester; therefore, the FTEIC student will at least meet with his or her advisor at the beginning of the semester and at least once more at the end of the semester to check progress and the course schedule for the next semester.

Experts have heard about the disadvantages of the first-generation students, but Macias (2017) says: “Instead of cultivating a fear of failure through deficit-oriented perspectives, we must choose to emphasize a capacity for and expectation of success.” (19)

As part of the reinforcement of advising, the curriculum in the CCC revitalized LLS 1311 Orientation & Student Success course requires FTEIC students to meet with advisors in week three of the eight-week course in order for advisors to see and approve of the Student Career Plan, an assignment for the course plus a roadmap for the student throughout his career at CCC. The FTEIC meets with the advisor to set up his or her schedule, meets again in week three for the course assignment, and again at the end of the semester review of grades, progress, and to enroll for next semester. (Tucker 2014) This follows the idea that these FTEIC very much need repetition to comprehend and feel a part of the process (Collier & Morgan 2008; Fischer 2007)

Walsh (1979) reiterates that advisement is not a one-time thing, but it is a process that works increasingly well when it is repeated. “Advisor’s role is not only to keep records and make sure a student has courses in which to graduate... students need assistance in planning academic programs and integrating academic, career, and life goals. (Walsh 1979 446). This enhanced advising allows students, not only to see the overall picture of their futures, to be a part of the process and become active learners.

Building relationships between instructors, advisors and students is key to successful advisement and student engagement. (Tucker 2014) Students respond well and

become engaged "...when the faculty is willing to be available to them, show them the relevancy of the material and actively listen to students." (Watt, Butcher & Ramirez 2013 209) Voelkl (1995) states that students who feel like they belong result in "levels of engagement and persistence" (127) and he agrees that school membership is essential for student engagement and achievement in academic work.

Not only is building bonds between faculty and peers important to students feeling a part of the college community, Phinney & Haas (2003) say situational factors, social support, and personal characteristics contribute to successful coping by these students. Folger, Carter, & Chase (2004) relay that student GPAs rise "...significantly higher for those students involved ... compared to similar students who chose not to be involved." (472)

Advising and the use of revitalized and specialized courses for the FTEIC student has proven to be successful. "Structured advising opportunities and experiential learning opportunities...complement each other and have proved effective in retaining first-generation students." (Sharpe, Hutchinson, & Bonazzi 2018 3) "Positive student-faculty interactions enhance both the social and academic skills of all undergraduates—in particular, those of first-generation and low-income students—which in turn will improve their rates of persistence and graduation...so it is important to strengthen the bond

between students and faculty advisors as early as possible." (Sharpe, Hutchinson, & Bonazzi 2018 3). As Hutter (2019) notes, first-generation students seek advice from older classmates simply because their parents cannot give advice on something they have not experienced; therefore, these students need the extra assistance of advisors.

As a complement to advising, Addus, Chen, & Khan (2007) suggest that: "...the students' commitment to attain a good education, their study habits and cooperation, their motivation and efforts to seek assistance, when needed, are equally critical for learning". (316) Again, the CCC's revitalized LLS 1311 course's purpose is to engage the FTEIC student to become a part of a group and community, feel confident in his or her place at CCC, and apply the resources, services, support systems, study habits and motivational support to become successful at CCC. "...the former poor and working-class first-generation college students can help today's newcomers survive and prosper...For one, these accounts can encourage other students and help them see that they are not the first to feel alone and intimidated in the land of higher education. (Oldfield 2007 3)

Other colleges have enhanced their Orientation courses with much success. These courses provide interactive skills of note taking, study time, quiet environments in which to study, study groups and study buddies along with other study skills taught within the course. As Fischer (2007) explains: "Some students are encouraged to set aside regular "no call" times, when they turn off their cellphones and do nothing but study. Others must lug their notebooks to weekly meetings..." (A21) with tutors or study

buddies to be checked for their accuracy in taking proper notes, etc. Fisk University, an Historically Black College and University in Nashville, Tennessee, has employed many of the same tools to be successful. (Fischer 2007)

Some colleges have reacted to the data and have “restructured” the first-year experience as a community effort “...designed to help first-year students successfully adapt to the college campus and surrounding community” (Cherry, Lloyd & Prida 2015 par. 8) and “...focuses on skill development such as time management, self-advocacy, forming allies with faculty and staff and, with the help of a first-year ‘Advocate,’ choosing a career path.” (par. 8) Oldfield (2007) says colleges should make sure that privileged students have the opportunities to learn and understand the ways of life for the poor and working class; this allows for a better collegiate and life experience. “We want our students to have a positive college experience, complete their academic goals, and enter the workforce.” (Fike & Fike 2008 69)

One of the best practices involves inviting guests “from non-mainstream traditions, such as an aboriginal elder, a visible minority professional, or a foreign religious leader. They can discuss topics related to your course, and your students can gain insight into their worldviews.” (Hermida 2010 26) Bailey, Jenkins, & Smith Jaggars (2015) agree that students become more involved and utilize critical thinking skills when introduced to guest speakers in a class setting rather than classic lectures.

“Inviting a guest speaker is most valuable to students when the speaker comes from the industry and interacts face-to-face with the audience through personal examples and career tips rather than a formal slide-based lecture.” (Merle & Craig 2017 41) Students prefer “... guest speakers who communicate with the audience rather than adopt a more traditional approach of lecturing student.” (Merle & Craig 2017 42)

The LLS 1311 course at CCC uses guest speakers from the community, both face-to-face and videotaped, to discuss money management, interpersonal skills, study habits, etc. The FTEIC students meet professionals who are part of their community; students recognize these as volunteers who take the time to visit and share their talents and opinions and the students are encouraged to share as well. (Tucker 2014)

(Fowler, Getzel, & Lombardi 2018) conclude that students must participate in the interaction of advising and participate in the support services provided which takes place on campus as well in the community. Using community helps the FTEIC student feel a part of the process and helps develop confidence. Cornett (2006) says a student with few skills and limited self-esteem can enter college, and with assistance from advisors and instructors as a team, “... can exit with effective learning strategies, a confident demeanor, and a willingness to try.” (313)

Bailey, Jenkins, & Smith Jaggars (2015) note that the process of goal setting is a problem-solving exercise that needs to be recognized as a way these FTEIC students

can development “a variety of critical thinking student skills.” (58) If advisors can aid students in mastering “career-related problem-solving steps, including the larger emotional and cognitive considerations required to execute each step successfully, students will be able to resolve career-related issues throughout their lives.” (58)

Another best practice suggested by Hermida (2010) involves having students work on group projects and interactive presentations in this enhanced orientation course. Working together allows them to learn from different viewpoints and assists them in becoming part of a group. Hermida (2010) notes that this also allows them to discuss facts and problems “from their own tradition.” (26) They are becoming confident enough to discuss problems in a group that they know.

The enhanced and revitalized LLS 1311 at CCC provides students the opportunity to hear about global issues and how these issues can affect their lives in the Mississippi Delta. As Hermida (2010) emphasizes: “Show your students how useful it is to be prepared to live and work in different cultures... Even if your students do not plan to move to another country they may have to work for foreign corporations or international organizations in their own city.” (25) These global connections connect the course with the college’s Mission Statement and goals.

Keim & Strickland (2004) emphasize that classes that provide “interpersonal, leadership, and social skills... support services and career decision-making strategies; academic planning and time management” (36) can assist student engagement and community. The CCC LLS 1311 course administers a “Choices” electronic assessment given to each student in the course; this permanent for assessment shows strengths and weaknesses concerning specific skills and career plans. Students can see what career options are right for them. Grupe, F. H. (2002) agrees that the “use of consultation gathers information about a student’s grades, interests, test scores, interests and aptitudes” (573) which aids the student in feeling empowered and taking part in his or her own educational decisions.

Ferris-Berg (2014) encourages instructors to let student be active learners and not stand in front a podium to lecture. Although the classrooms may be a bit noisy, the students will be engaged, interactive, and learning (Ferris-Berg 2014). In an interactive classroom, students are empowered when they accountable to co-creating and co-enforcing classroom and community norms. (Ferris-Berg 2014).

The results of focusing on the repetitive nature of Advising as a problem-solving and critical thinking skills reaps student success and retention but also students “enjoy higher rates of employment, higher wages, better nutrition, and longer life expectancies.” (Sharpe, Hutchinson, & Bonazzi 2018 5) Society benefits as well, because graduates “...enhance economic productivity, 5/7 lower costs for social welfare

and health programs, are more engaged with the community, and contribute to a more diverse workforce” Sharpe, Hutchinson, & Bonazzi 2018 5)

“Given that first-generation and low-income students are particularly susceptible to being left behind—and left out of experiential opportunities—we view it as our responsibility to provide an advising and academic framework that will enhance success for all students, regardless of the income or education level of their families. Our primary objective is, and will always be, success for every student.” (Sharpe, Hutchinson, & Bonazzi 2018 6)

A small New England college received a grant and initiated Project Compass which included the focus of first-generation and low-income students and why their retention rates were lower from freshmen year to sophomore year. (Dalton, Moore, & Whittaker 2009) Project Compass researched internal and external stimuli, studied existing options of success and explored new interventions to lead to student engagement and success, created ways to “fill the gaps” of existing support structures, and ensured “campus buy-in” with a structured professional development training.” (Dalton, Moore, & Whittaker 2009 26) Project Compass focused on enhancing advisement, mentoring, data collection, and professional development for its instructors and advisors.

CCC’s QEP puts into use four of the seven elements that made Project Compass successful in New England: 1) data management, 2) early alert, 3) advisement and mentoring, and 4) professional development. (Dalton, Moore, & Whittaker 2009)

Noting that data collection and analysis is the driving force in instituting change and tracking student success (Dalton, Moore, & Whittaker 2009), the CCC QEP Team implemented data tracking through the existing system, MyCCC database, that will track student-advisor sessions and document information for each student per visit or “touch.” In the same MyCCC database, the early alert system documents instructors and advisors submitting early alerts electronically to track problem areas, absenteeism, etc. directly to the enrollment manager. The third implementation resulted from the advisement tracking (in MyCCC) to improve student advisement and mentoring. The advisement sessions focus on career planning as a whole and not just scheduling of classes. Finally, in order to improve advisement, orientation, mentoring, and tracking of student success, the QEP Team is focusing on faculty development for clearer communication, efficient advisement to meet the students’ needs, repetition of students services and support services and documentation of these efforts in order to analyze student success and retention.

Another best practice that has led to success and retention in Alabama is something the CCC QEP Plan has also implemented. For Lawson State College in Birmingham and Bessemer, AL, “...the pass rate for students in the orientation program increased from approximately 65% to 80%, and, even more importantly, retention of students in the freshman class increased by 10% in the first year.” (Orientation program 2012 16) This

college uses “captures share” videos online to assist freshmen in engagement and success. In this program, “students now complete coursework online, with the assistance of a classroom teacher who leads discussions and group activities. And the online information is always available, should they miss a class because of another obligation.” (Orientation program 2012 16) In a similar way, CCC has incorporated guest facilitators and messages, tutorials on financial aid, registration, advisement, tutoring, etc. on video shares that are uploaded in the Canvas LLS 1311 Orientation course. All videos are available to students at any time during their time within the course.

Utilizing the videos in the Canvas LLS 1311 course hopefully will lead to repetitive advisement and mentoring and student engagement and success. According to Lawson State, “...we know a lot of learners are visual. Now they can watch a video that demonstrates how to do something, and that builds their confidence.” The orientation course, taken by all first-year students for credit, has seen immediate results, with 80 percent of students passing, versus 60 percent passing the old version... Many Lawson students are in at least one remedial or developmental course, so access to recorded lectures is especially helpful in reinforcing concepts covered during class.” (Orientation program 2012 16)

References

- Addus, A. A., Chen, D., & Khan, A. S. (2007). Academic performance and advisement of university students: A case study. *College Student Journal*, 41(2), 316–326.
- Bailey, T. R., Jenkins, D., & Smith Jaggars, S. (2015). Redesigning America's community colleges: A clearer path to student success. Harvard University Press.
- Beating the odds: Finding success as a first-generation college student. (2019). *Journal of College Admission*, 244, 23.
- Brost, J., & Payne, K. (2011). First-Generation issues: Learning outcomes of the dismissal testimonial for academically dismissed students in the Arts and Sciences. *New Directions for Teaching and Learning*, 127, 69–79.
- Cherry, L., Lloyd, M., & Prida, J. (2015). The future is now: First-Generation students, community engagement and innovative institutions. *New England Journal of Higher Education*.
- Collier, P., & Morgan, D. (2008). "Is that paper really due today?": Differences in first-generation and traditional college students' understandings of faculty expectations. *Higher Education (00181560)*, 55(4), 425–446. <https://doi.org/10.1007/s10734-007-9065-5>
- Confrey, B. (1928). The orientation of college freshmen. *America*, 39(26), 615–616.
- Cornett, K. R. (2006). Empower students with learning disabilities: Strategies that provide structure. *Intervention in School & Clinic*, 41(5), 310–313.
- Dalton, D., Moore, C.A., & Whittaker, R. (2009). First-generation, low-income students: Strategies for success at Lyndon State College. *New England Journal of Higher Education*, 23(5), 26-27.
- Elmi, F. N. (1998). The integration of counseling, academic advisement, and academic mission in a community college. *Community Review*, 16, 32.
- Farris-Berg K. A different model for school success: Empower teachers. *Phi Delta Kappan*. 2014;95(7):31-36. doi:10.1177/003172171409500707.
- Fischer, K. (2007). A Historically Black College takes a hands-on approach to student success. *Chronicle of Higher Education*, 53(29).

- Fike, D. S., & Fike, R. (2008). Predictors of first-year student retention in the community college. *Community College Review*, 36(2), 68–88
<https://doi.org/10.1177/0091552108320222>
- Flynn, E. (2016). Should at-risk students take online courses? *College Student Journal*, 50(1), 130–134.
- Folger, W. A., Carter, J. A., & Chase, P. B. (2004). Supporting first generation college freshmen with small group intervention. *College Student Journal*, 38(3), 472–475.
- Fowler, C. H., Getzel, E. E., & Lombardi, A. (2018). Facilitating college supports to ensure student success. *New Directions for Adult & Continuing Education*, 2018(160), 101–112. <https://doi.org/10.1002/ace.20303>
- Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Gillian-Daniel, D.L., & Kraemer, S.B. (2015). Faculty development to address the achievement gap. *Change*, 32-43.
- Goral, T. (2019). Igniting a passion for learning: Learner-centered environments empower students to take risks. *District Administration*, 55(1), 12–14.
- Grupe, F. H. (2002). Student advisement: Applying a web-based expert system to the selection of an academic major. *College Student Journal*, 36(4), 573.
- Hand, C., & Payne, E. M. (2008). First-generation college students: A study of Appalachian student success. *Journal of Developmental Education*, 32(1), 4–15.
- Hayes, D. (2012). A winning strategy. *Diverse: Issues in Higher Education*, 29(16), 14–15.
- Hermida, J. (2010). Inclusive teaching: An approach for encouraging non-traditional student success. *International Journal of Research & Review*, 5(1), 19–30.
- Hutter, D. (2019). A little help: First-generation college students at William Paterson University cite mentors, family support and the school's environment as keys to their success. *Njbiz*, 32(22), 10.
- Keim, M. C., & Strickland, J. M. (2004). Support services for two-year college student-athletes. *College Student Journal*, 38(1), 36–43.
- Macias, L. V. (2013). Choosing success: A paradigm for empowering first-generation college students. *About Campus*, 18(5), 17–21.

Marsden, L. M. (2014). The transition to college of first-generation freshmen. *InSight: Rivier Academic Journal*, 10(2), 1–7.

Merle, P. F., & Craig, C. (2017). Be my guest: A survey of Mass Communication students' perception of guest speakers. *College Teaching*, 65(2), 41–49.

Nealy, M. (2005). Key to student retention: Strong advising. *Diverse: Issues in Higher Education*, 22(14), 12.

Oldfield, K. (2007). Humble and hopeful: Welcoming first-generation poor and working-class students to college. *About Campus*, 11(6), 2–12.

Orientation program uses lecture capture to guide students through community college experience. (2012). *University Business*, 15(3), 16.

Petty, T. (2014). Motivating first-generation students to academic success and college completion. *College Student Journal*, 48(2), 257–264.

Phinney, J. S., & Haas, K. (2003). The process of coping among ethnic minority first-generation college freshmen: A narrative approach. *Journal of Social Psychology*, 143(6), 707–726. <https://doi.org/10.1080/00224540309600426>

Posser, J. (1987). Sign my card, please: Perspectives to advisement. *ETC: A Review of General Semantics*, 44(3), 304–306.

Schuetz, P. (2005). UCLA Community College Review: Campus environment: A missing link in studies of community college attrition. *Community College Review*, 32(4), 60–80. <https://doi.org/10.1177/009155210503200405>

Shultz, E. L., Colton, G. M., & Colton, C. (2001). The Adventor Program: Advisement and mentoring for students of color in Higher Education. *Journal of Humanistic Counseling, Education & Development*, 40(2), 208–218. <https://doi.org/10.1002/j.2164-490X.2001.tb00118.x>

Sharpe, N. R., Hutchinson, K. T., & Bonazzi, D. (2018). Educating the first generation. *BizEd*, 17(4), 1–7.

Soria, K. M., & Stebleton, M. J. (2012). First-generation students' academic engagement and retention. *Teaching in Higher Education*, 17(6), 673–685.

Tucker, G.C. (2014). First-generation: Peers are providing academic, moral and social support to a vulnerable population of students. *The Chronicle of Higher Education: Diverse: Issues in Higher Education*. 24-28.

- Voelkl, K. E. (1995). School warmth, student participation, and achievement. *Journal of Experimental Education*, 63(2), 127. <https://doi.org/10.1080/00220973.1995.9943817>
- Walker, A. (2014). Identity, Status, and Culture: Examining Barriers of Success for Students from Low Socioeconomic Backgrounds. *New Directions for Teaching & Learning*, 2014(140), 23–30. <https://doi.org/10.1002/tl.20110>
- Walsh, E. M. (1979). Revitalizing academic advisement. *Personnel & Guidance Journal*, 57(9), 446-449. <https://doi.org/10.1002/j.2164-4918.1979.tb05433.x>
- Wang, M.-T., & Fredericks, J. A. (2014). The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child Development*, 85(2), 722–737. <https://doi.org/10.1111/cdev.12138>
- Watt, K. M., Butcher, J., & Ramirez, E. F. (2013). Advancement Via Individual Determination (AVID) at a postsecondary institution: Support for first-generation college goers. *Journal of Latinos and Education*, 12(3), 202–214.