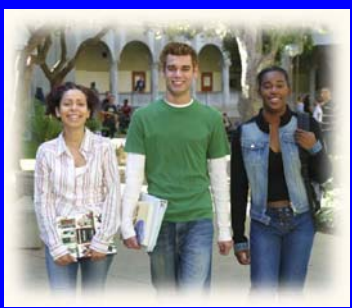


A Portrait of DACC First-Generation Students



Institutional Effectiveness and Planning Office



Study Design



2

- **Source: AACC & ACT Faces of the Future Survey**
- **Comparison with AACC Research Brief**
- **Credit Students Only**
- **2001 – 2003**



•We obtained data for this study from the Faces of the Future survey. The survey has been administered nationally to credit and non-credit community college students since 1999 and includes questions about student learning and satisfaction along with a variety of demographic questions. At DACC, we administer the survey once per year in the fall to a group of students selected with a stratified random sample, and we have participated every year since 1999.

•In this study, we compared DACC first-generation students to national measures for first-generation students. We used a research brief prepared by AACC that provided a portrait of first-generation community college students at the national level.

•We used the same study design as reported in the AACC research brief. This involved using survey results from credit students only.

•We used the survey results we gathered from fall 2001 – fall 2003.

Parental Education Definitions

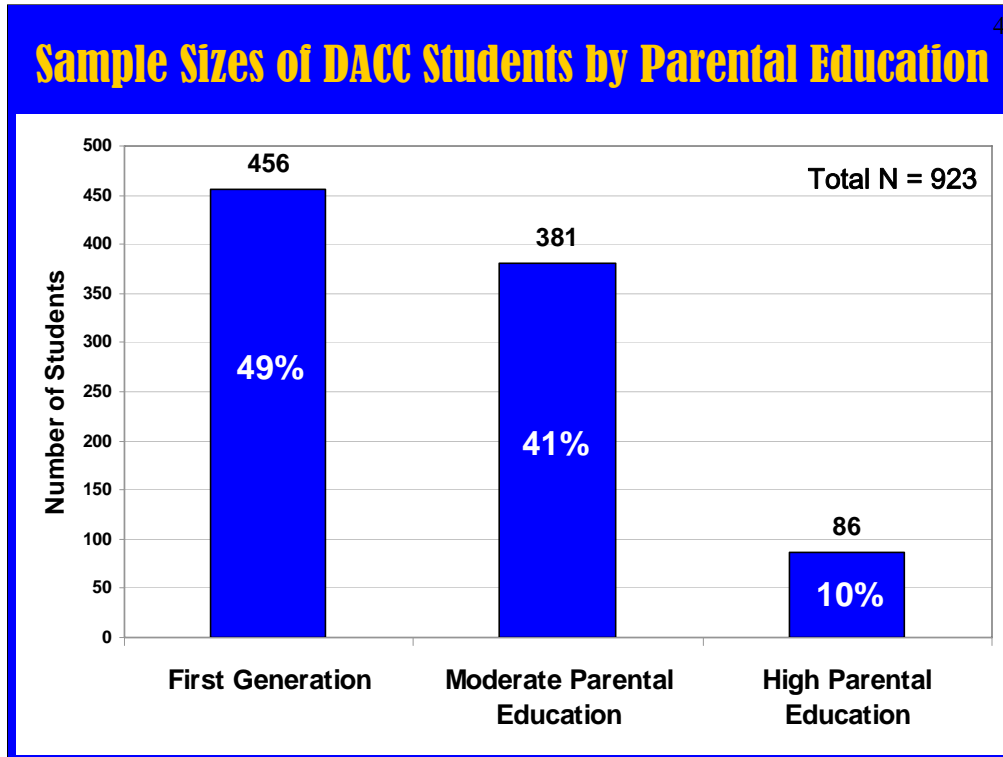
- **First-Generation**
 - Neither parent attended college
- **Moderate Parental Education**
 - At least one parent has some postsecondary education but only one or neither has earned a bachelor's
- **High Parental Education**
 - Both parents have at least a bachelor's degree



•We classified students into 3 categories. I'll be using these categories for the rest of the talk today. The first category is first-generation students. This category is made up of students whose parents did not attend college.

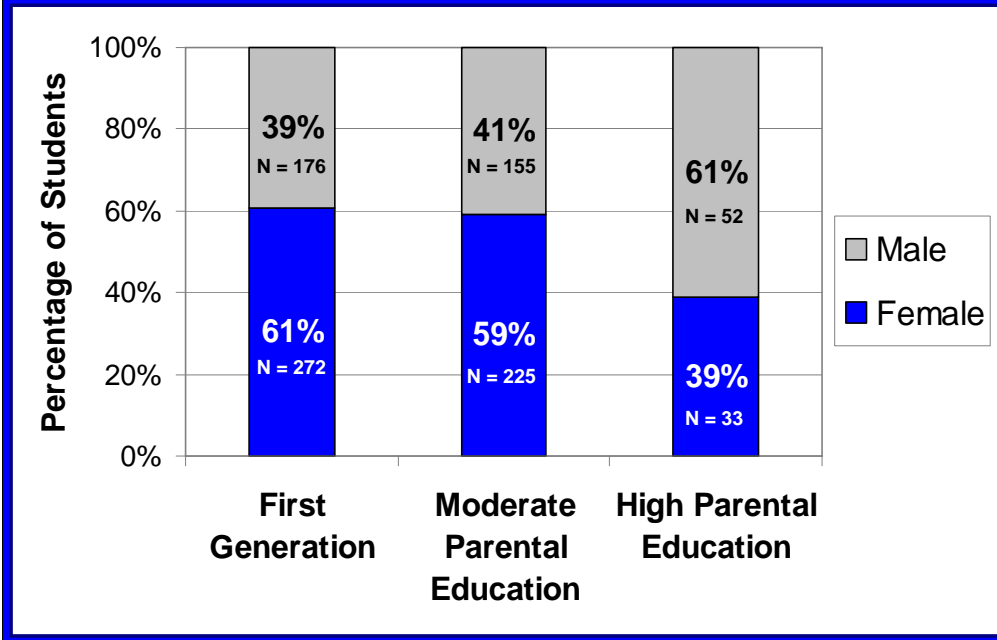
•Students classified into the moderate parental category were those who had at least one parent with some postsecondary education but only one or neither parent had earned a bachelor's degree. If the student provided information about only one parent, they were classified as moderate only if that parent had some college experience but had not received a bachelor's.

•Students were classified as high parental education if both parents had at least a bachelor's degree. If students had only one parent, they were classified as high if that parent had a bachelor's degree or higher.



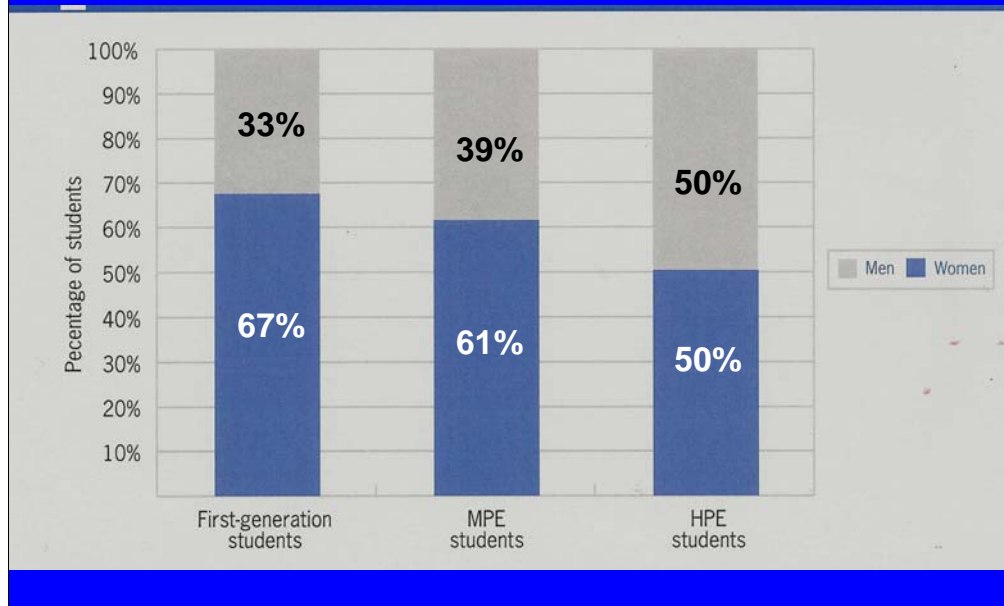
We had a total of 923 students in this study. Of those, 456 (or 49%) were first-generation students, 381 (or 41%) were moderate parental education, and 86 (or 10%) were high parental education.

DACC: Gender Distribution by Parental Education



•First generation students were more likely to be women. 61% of our first generation students were women. 59% of moderate parental education students were women, but only 39% of high parental education students were women.



National Results: Gender Distribution



The gender results for the national study were fairly similar to DACC for the first generation and moderate parental education categories.

However, the high parental education category is pretty different. If you'll recall from the previous slide only 39% of high parental students were women at DACC, but at the national level 50% of them were female.

Age of Students by Parental Education

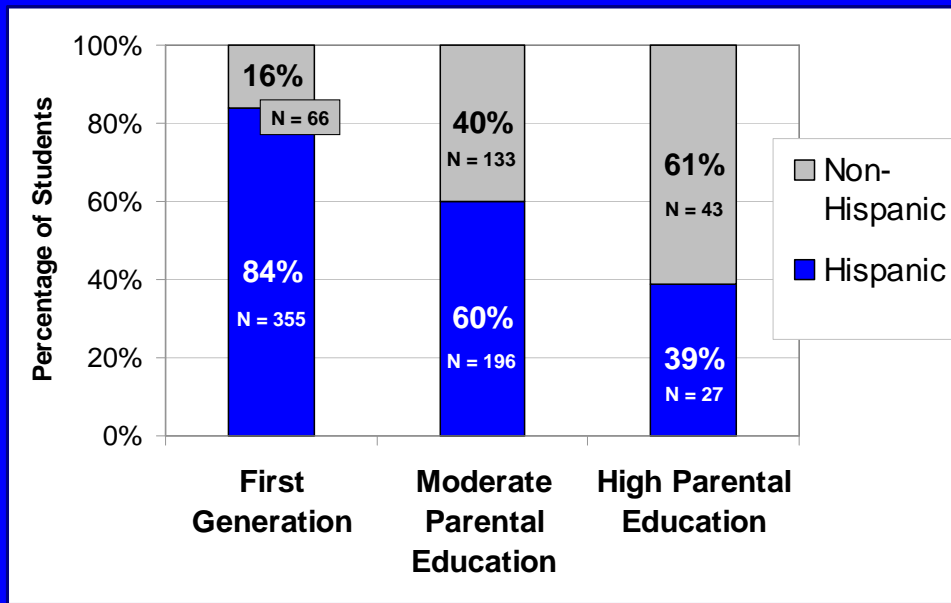
	National 
<ul style="list-style-type: none"> • First Generation – Median Age = 26 • Moderate Parental Education – Median Age = 23 • High Parental Education – Median Age = 22 	<ul style="list-style-type: none"> • First Generation – Median Age = 24 • Moderate Parental Education – Median Age = 20 • High Parental Education – Median Age = 21

We looked at median ages of students in each parental education category. For those who aren't familiar, the median is the midpoint of a series of numbers; half of the values are lower than the median and half are higher. First generation students at DACC and nationally were older than traditional college age, which is considered to be 17-21 years old. The median age of DACC first generation students was 26, which is a little older than the national median of 24.

Our moderate parental students were also a bit older, at 23, than the national median of 20.

Our high parental students were of similar age to the national students.

Hispanic Ethnicity of DACC Students



We examined the Hispanic ethnicity of DACC students in each category and found that first generation students were more likely to be Hispanic. In fact, 84% of first generation students were Hispanic.

60% of moderate parental students were Hispanic.

But by contrast, only 39% of high parental students were Hispanic.



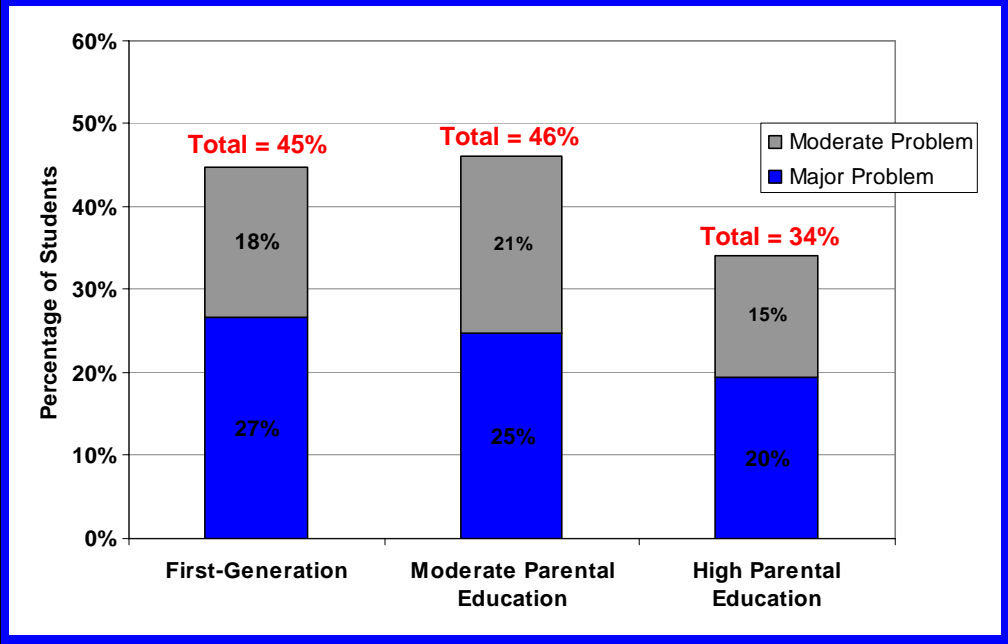
DACC Students with Full-Time Employment



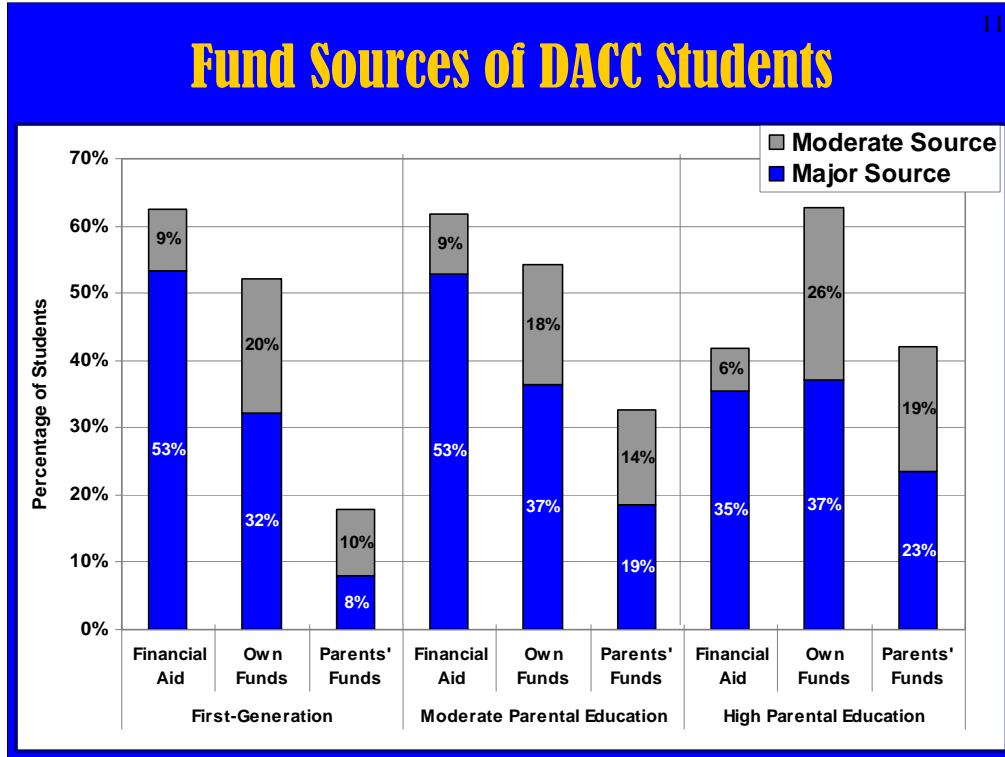
First Generation	34%
Moderate Parental Education	27%
High Parental Education	24%

First generation students at DACC and nationally were more likely to be employed full time than their peers. 34% of DACC first generation students reported having a full time job while only 24% of high parental students had full time jobs.

Personal Financial Problems of DACC Students



First generation and moderate parental students at DACC were more likely to have financial problems than high parental students. As you can see, 27% of first gen students had major financial problems, 25% of moderate parental students had major problems, but only 20% of high parental students had major problems. We also put the total percent of students reporting major or moderate problems at the top of the bars here.

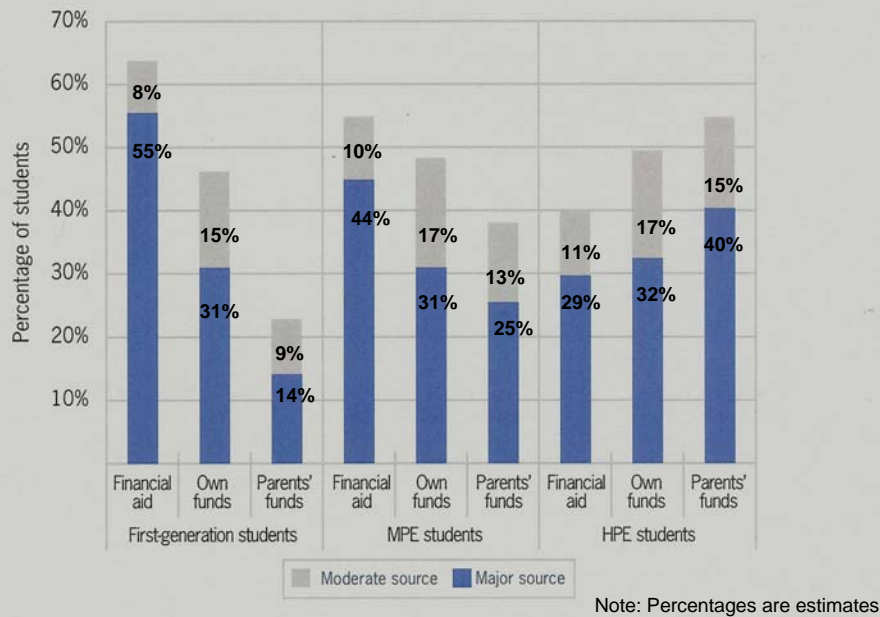


This graph shows the sources of funds of DACC students for financing their education. There are three categories of funds within each parental education group: financial aid, students' own funds, or parents' funds.

As you can see, the way first generation students fund their education is pretty different from their peers. Only 8% of first generation students reported that their parents supplied a major source of funds, while 19% of moderate parental, and 23% of high parental students reported parents' funds as a major source.

In addition, first generation and moderate parental students relied more on financial aid, 53% in both categories reported it to be a major source, while only 35% of high parental students reported it to be a major source.

Fund Sources of National Students



The national results are a bit different than the DACC results.

We still see that first generation students relied less on parents' funds than moderate and high parental students, but the percentages are a little higher for the national results. 14% of first generation students reported that parents' funds were a major source while 40% of high parental said they were a major source.

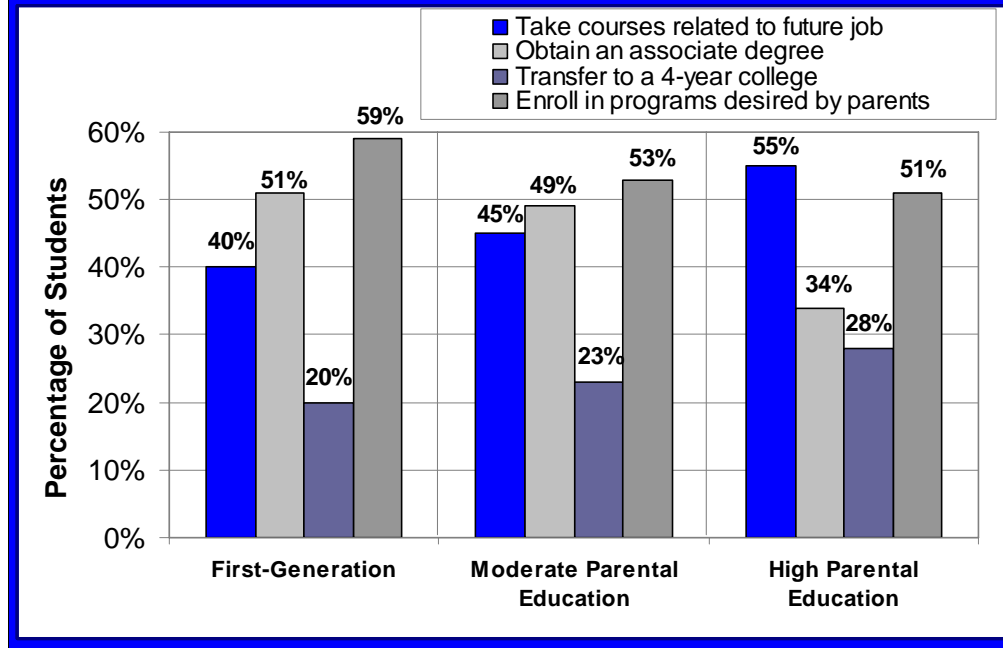
The percentage of DACC first generation students that rely on financial aid as a major source matches very closely with the national result of about 55%. However, fewer national moderate parental students at approximately 44% said that financial aid was a major source when compared to 53% at DACC. More DACC high parental students also reported using financial aid as a major source at 35% compared to the national result here, which was about 29%.

It is interesting to note that the per capita income of Dona Ana county was \$13,999 in 1999, compared to \$27,939 for the per capita income of the US.

<http://quickfacts.census.gov/qfd/states/35/35013.html>

<http://www.ssti.org/Digest/Tables/040405t.htm>

DACC Students: Reasons for Enrolling



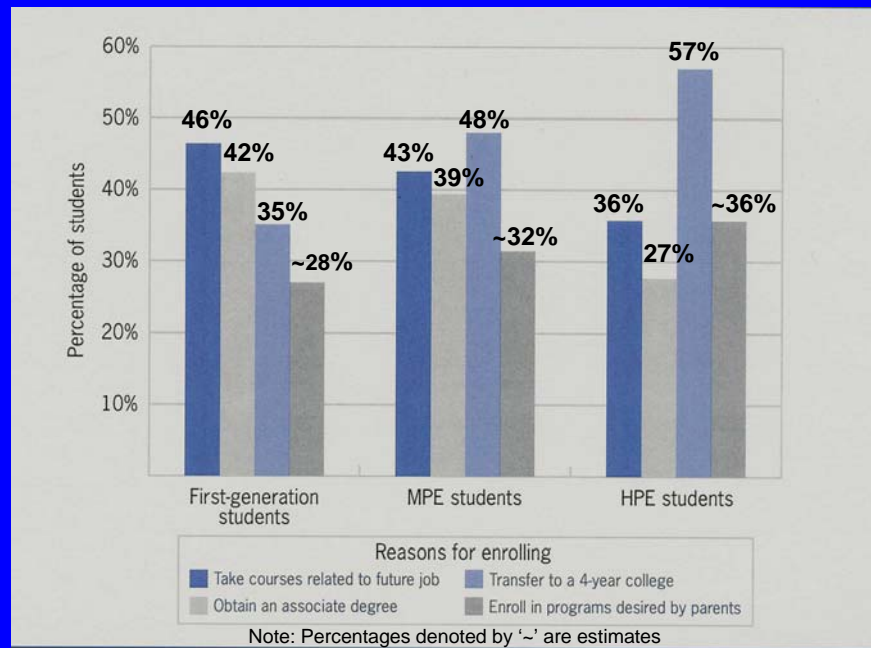
This graph shows the reasons our students cited for enrolling at DACC. The options depicted from left to right on this graph are: to take courses related to a future job, to obtain an associate degree, to transfer to a 4-year college, or to enroll in programs desired by parents. Students could choose more than one of these responses.

More high parental students attended for the purpose of taking courses relating to a future job. As you can see 55% of high parental students cited it as a reason compared to 45% for moderate parental and only 40% for first generation.

More first generation students attended to obtain an associate degree while more high parental students attended to transfer to a 4-year college.

What I found most interesting about our results was that first generation students were the most likely to cite their parents influence as a major reason for enrolling in programs. 59% of first generation students said it was a major reason while only 53% of moderate parental and 51% of high parental students reported it as a major reason.

National Results: Reasons for Enrolling



This is the same graph for the national results.

Nationally, more first generation students attended community colleges for the purpose of taking courses relating to a future job, which is the opposite of what we saw at DACC.

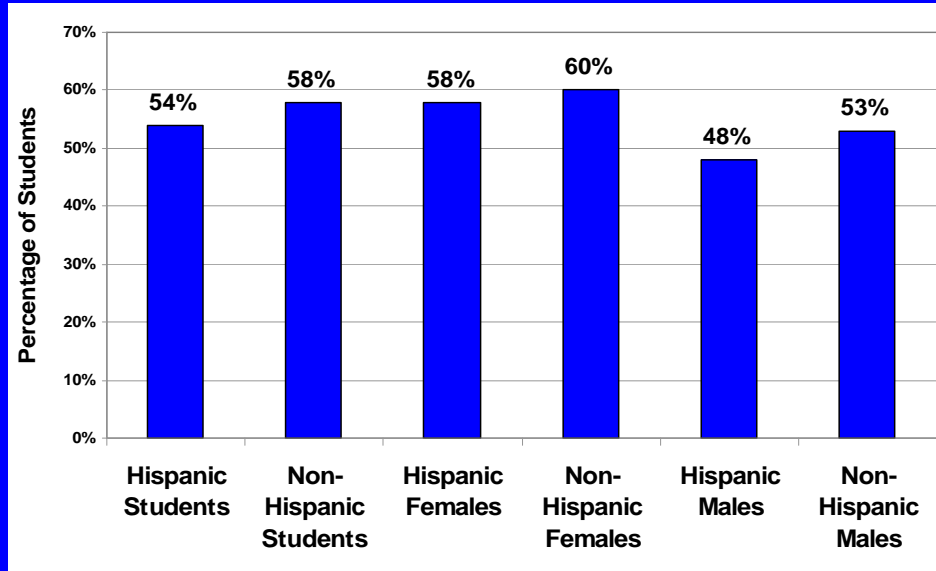
However, the national results for obtaining an associate degree were similar to DACC results. We see in both cases that first generation students were more likely to attend community college to receive an associate degree, whereas high parental students planned to transfer to a 4-year college.

The interesting point of comparison between national and DACC results was parental influence for enrolling in programs. Nationally, it was high parental students who were most likely to cite their parents' desire for them to continue their education as a major reason, and first generation students were least likely. If you remember from the previous slide, it was opposite at DACC. Our first generation students reported more influence from their parents than high parental students.

I found this difference very interesting and wondered if it had to do with the demographics of students at DACC.

A More In Depth Look at DACC Students...

Percentage who said parental influence was major reason



So I took a more in depth look at DACC students by breaking them into groups based on gender and Hispanic ethnicity.

I found that there weren't any major differences among groups of students but that males cited parental influence as a major reason less than females with the largest difference between the Hispanic women and men.

We see here that 58% of Hispanic females reported parental influence as a major reason, whereas only 48% of Hispanic males said it was a major reason.

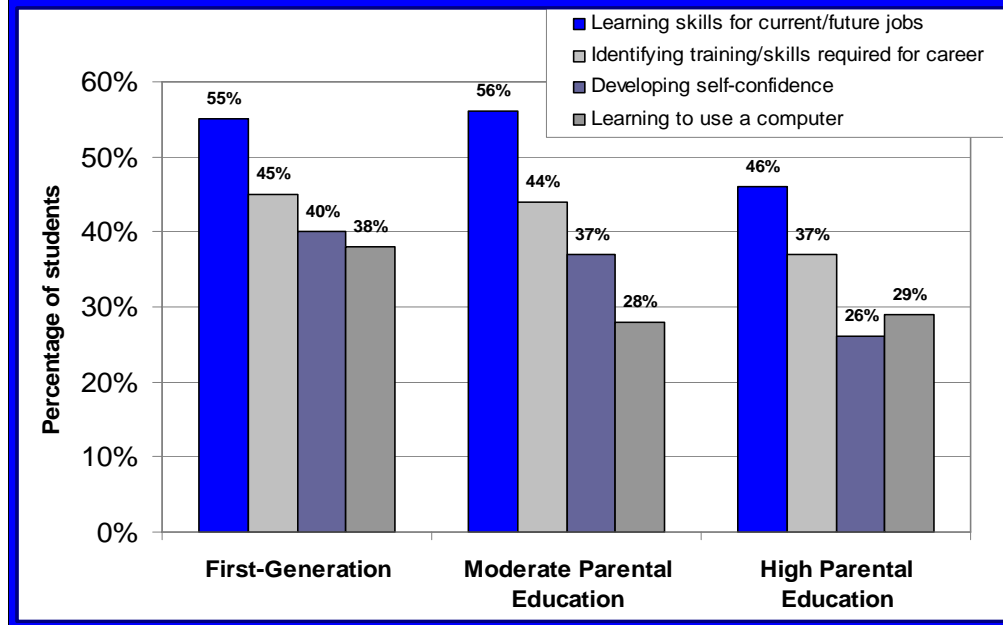
There was a similar difference between non-Hispanic men and women with 60% of non-Hispanic females citing parental influence as a major reason and only 53% of non-Hispanic males.

We didn't find any major differences in Hispanic and non-Hispanic students.

It appears that gender had more an influence than Hispanic ethnicity.

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DACC Students: Contributions to Growth

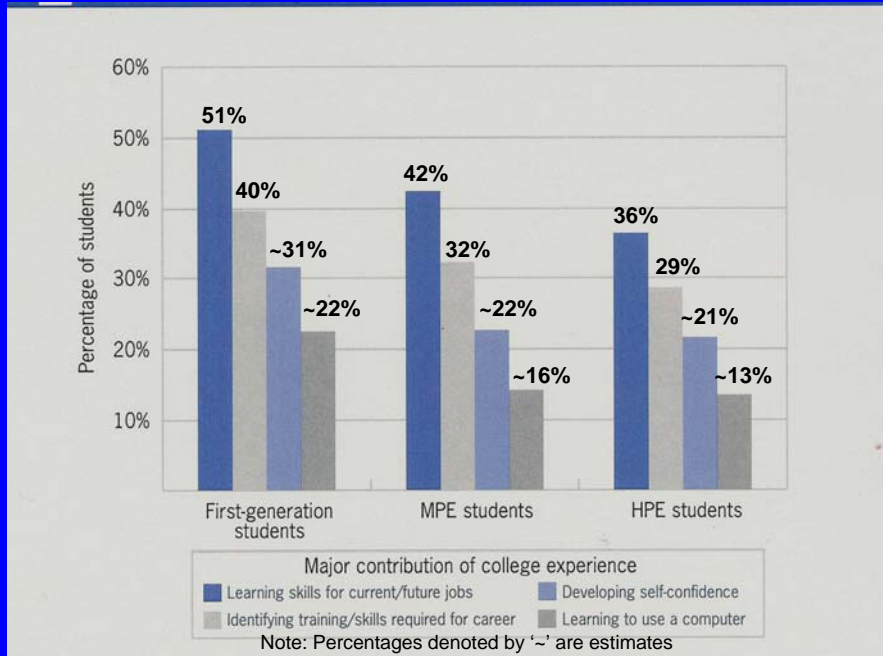


This graph shows the percentage of students that reported their experiences at DACC made a major contribution to their growth in these areas. The options for areas of growth depicted from left to right on this graph are: learning skills for current/future jobs, identifying training required for career, developing self confidence, and learning to use a computer.

Although we saw earlier that high parental students were most likely to enroll to take classes related to a future job, they were the lowest percentage group reporting that DACC was a major contribution to their growth in learning skills for current/future jobs. First generation and moderate parental students had about the same percentage of students reporting that DACC made a major contribution to job skill development, about 55%, whereas high parental students were at 46%.

First generation students were also the most likely to report that the college contributed to their growth in learning to use a computer.

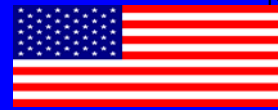
National Results: Contributions to Growth



This is the same graph from the national report. The national results followed approximately the same trends as the DACC results, but they were all a fair amount lower than the DACC percentages. So, in general, it appears that DACC is doing a better job than many community colleges in making a major contribution to the growth of our students in these areas.

In particular, a larger percentage of DACC students reported that the college made a major contribution in their learning to use a computer. One potential reason for this difference could be the economic disparity of our area compared with the rest of the US. According to the Bureau of Economic Analysis at the US Dept of Commerce, New Mexico was ranked 46th in the US in 2005 based on per capita income. Students from low income families often grow up without computers. So, our college has an important opportunity to expand the computer-using skills of students, which is crucial in today's job market.

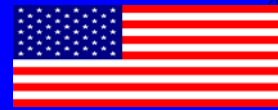
<http://bea.gov/bea/newsrel/SPINewsRelease.htm>



- **First-Gen DACC students were more likely to be:**
 - **Women**
 - **Older**
 - **Hispanic**
 - **Employed full-time**



So overall, compared to their peers, we saw that DACC first-generation students were more likely to be women, older than traditional college age, Hispanic, and employed full-time.



- **Most notable differences from national students:**
 - **Sources of funds for financing education**
 - **DACC students less likely to receive parents' funds**
 - **Reasons for enrolling**
 - **Parental influence higher than national**
 - **Major contributions to growth higher than national**

The most notable points of difference between DACC and national students were:

1. The sources of funding for our students. DACC students in all categories were less likely to receive funds from their parents.
2. Our students' reasons for enrolling. DACC students cited parental influence as a major reason more often than national students.
3. DACC had higher percentages of students reporting that the college contributed to their growth than the national results.

This presentation is available online:



<http://dabcc.nmsu.edu/info/insteffect/Forums/Forum%20Schedule.htm>

Reference for AACC National Research Brief:

Nomi, T. (2005). Faces of the future: A portrait of first-generation community college students. AACC Research Brief. Available online:

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/FacesoftheFuture/SurveyContent/Faces_Brief_Final.pdf

