**Obstacles that First Generation College Students Face**

Swanbrow Becker, Martin A., et al. "Promoting First-Generation College Students' Mental Well-being: Student Perceptions of an Academic Enrichment Program."*Journal of College Student Development*, vol. 58, no. 8, 2017, pp. 1166-1183*. ProQuest*, <https://search.proquest.com/docview/2011268313?accountid=151051>.

The article seeks to address the challenges first-generation students encounter, narrowing to academic outcomes. The authors investigate the First-Generation College Student (FGCS) perception of the programs that focuses on mental well-being. The authors use 25 undergraduate students who joined development programs who participate in interviews and focus groups on facilitating research (p1170). The needs and expectations of the FGS differ from that of peers who not FGS. The article addresses a salient gap in the literature that persists irrespective of ways programs could address the FGS mental well-being.

The authors use data of the students participating in GenOne-a pseudonym in the academic enrichment programs for FGCS to gain an in-depth understanding of their perceptions reflecting their mental well-being in the transition of their college and other components found in enrichment programs. The methodology uses a semi-structured guide and data collected at the saturation point using interviews and focus groups. These two data collection methods were facilitated through audio-recorded and transcribed verbatim. The use of thematic analysis helps generate initial codes, themes and produce the report. Also, to increase the study's rigor and trustworthiness, the authors use triangulation, research teams, and reflexivity.

The findings indicate that FGCS, who participated in the GenOne program, had well-being with five features; feel cared for, sense of belongings, prevent stressful situations, remediate stress, and be resilient to obstacles. However, the research needs potential improvement in programs that could support the students while still in college. This study stresses that its focus is overlooked and yet appear salient among the well-being of the FGCS. However, the study's limitation is that it relies on specific programs where qualitative findings are not generalizable. The practice implies that it shed light on universities on how to improve the well-being of the FGS.

Katrevich, Alina V., and Mara S. Aruguete. "Recognizing Challenges and Predicting Success in First-Generation University Students."*Journal of STEM Education: Innovations and Research*, vol. 18, no. 2, 2017, pp. 40-44*. ProQuest*, <https://search.proquest.com/docview/1927819584?accountid=151051>.

The article explores FGS's challenges as the author focuses on aspects that influence this population group's success in colleges. Katrevich & Aruguete argue that first-generation university students encounter drawbacks as they pursue their education, such as social disadvantages. The study indicates that only 11% of the FGCS pursue a bachelor's degree after spending six years in college than 55% of the continuing students (p41). The study aims to establish the support need among first-generation mathematics students compared to continuing students and explore which system best predicts FGS's performance and persistence.

The methodology used is the student integration model that describes low academic and social integration. Participation in the research was optional, where all the students presented themselves for data collections as those who participated were awarded extra credit in the class. In evaluating critical thinking abilities, the authors formulate an advanced reasoning skills test to access logical reasoning. Also, the authors' measure student support with the student support need scale (SSNS). The findings indicate that FGS reflects lower mathematic grade and critical thinking grade as compared to other students. Also, there is less support for SSNS compared to continuing peers.

However, the research has several limitations, such as the inability to conclude cause-and-effect in correlation design. Also, poor academic integration remains a major challenge among FGS. Noticeably, the confounding variable in FGS is for non-native speakers. Thus, further research is needed to measure English as a second language, especially for immigrant students. The author concludes by remarking that the achievement gap is paramount for designing, implementing, and testing holistic intervention programs while addressing the academic challenge for FGCS.

Ilett, Darren. "A Critical Review of LIS Literature on First-Generation College Students."*Portal: Libraries and the Academy*, vol. 19, no. 1, 2019, pp. 177-196*. ProQuest*, doi: <http://dx.doi.org/10.1353/pla.2019.0009>.

The article highlights a prerequisite insight into the troubled history of first-generation students (FGS) in the field of library and information science (LIS). The author asserts that FGCS faces LIS scholar disruption, making the students deem insufficient for the coursework, unfamiliar with university culture, including academic libraries. This research aims to analyze, evaluate, and accommodate existing frameworks of library services and savvy information description of the first-generation students. The author highlights how LIS treats the FGS as vague with a persistent problem instead of a full contributor to scholar work, higher education, and university culture. The author addresses factors such as age, gender, race, citizenship, ethnicity, and socioeconomic that overlap with other groups.

The author uses qualitative methods by using the database by entering keywords; "first-generation" and "first-generation college students" that gave seventy-three results (p182). After discarding the reviews that did not include significant discussion, the author uses twenty-two sources and other relevant sources. The findings focus on four recurring themes; FGS as a problem, as outsiders, reluctant library users, and capable students. Also, the article provides recommended approaches by highlighting the ways of working productively with FGS. For example, they were collaborating with university units to support FGS. Another recommendation is for academic libraries and campuses to address FGCS's varying strengths and the challenges and challenges they encounter.

However, the article provides future research direction to develop further knowledge based on FGS and avoid the deficit thinking in the literature review. First, scholars could expand LIS research into first-generation students and academic libraries as a gap. Also, the research provides an important area for issues of definitions. The limitation of the qualitative methodology is that it has not employed the full-potential of foregrounding participants.

Wildhagen, Tina. "'Not Your Typical Student': The Social Construction of the 'First-Generation' College Student."*Qualitative Sociology*, vol. 38, no. 3, 2015, pp. 285-303*. ProQuest*, doi: <http://dx.doi.org/10.1007/s11133-015-9308-1>.

The article criticizes classifying the students as the first-generation is useful and necessary for empowering students. Wildhagen analysis reveals that broad college construction of FGS first category is beneficial to the learning institution at students' expense. Thus, the institutional disclosure of FGS often benefit schools that are odd to the interest of the students. This research aims to help FGCS by establishing a strong sense of institutional distinctiveness in schools and providing the FGS with a mixture of social class that helps create social class awareness.

The author collects the data from a large qualitative study of FGCS composition and first-generation identity in various colleges, narrowing down to Liberal Arts College. Wildhagen uses selective college since they sit at the top of higher education institutions' hierarchy. The author traces this disclosure through in-depth semi-structured interviews with students' affairs and professional staff that lasted 45-60 minutes (p291). Also, the author facilitated recording, transcribing, and analyzing the interviews using ATLAS.ti software.

The findings indicate a non-marginal number of students categorized as first-generation formed academically well. However, their families were not economically disadvantaged in conflict with the group of disadvantaged and underperforming. Thus, the study identifies unrecognized functions of quelling first class on campus and how to mitigate the internal struggle triggered by FGCS's upward mobility.

However, further research should examine the discursive construction of FGCS in selective college differ from less-selective colleges. The limitation of data and methodology is biased as it rejects student's origin to create upward mobility.

Jehangir, Rashne, Rhiannon Williams, and Judith Jeske. "The Influence of Multicultural Learning Communities on the Intrapersonal Development of First-Generation College Students."*Journal of College Student Development*, vol. 53, no. 2, 2012, pp. 267-284*. ProQuest*, doi: <http://dx.doi.org/10.1353/csd.2012.0035>.

The article uses a longitudinal study to show the impact of low-income FGCS participation in multicultural learning that helps combat separation and marginalization at Midwestern Research University. The article investigates the level of critical pedagogy, and multicultural programs influence intrapersonal self-authorship for students who are marginalized while facilitating the TRiO Program. The number of students who are the first in their families to join campuses is growing. The shift in demographics in research institutions is not well-prepared to serve and retain students' heterogeneous groups.

The research uses a literature review and conceptual framework that guide the study. The methodology section expands the interview data and analyzes using adapted Torres holistic and Hernandez development matrix (p270). The method used is a qualitative longitudinal inquiry that helps to explore the multicultural learning communities. Face-to-face interviews were examined using narrative case data analysis procedures. The findings indicate that students who possessed MLC self-authoring had ways of knowing varied. The students revealed the way the early experience is influenced, shaped, and movement towards self-authorship. The strength of the methodology is it intentionally encourage FGS to practice self-reflection.

However, the research has a limitation on the lack of diversity of the sample. The university interviewed one person who had left the university. Thus, further research that includes individuals who had left the institution would provide a rich and deeper comprehension of FGS's strength and limit who participate in the self-author process. The research also needs to provide how current stages would be sustained and far away from a supportive context. The practice implication demonstrates how diversity brings richness to campus and perceives the discussion of critical issues such as race, gender role, and class.

Hicks, Terence, and Luke W. J. "A Meta-Synthesis of Academic and Social Characteristic Studies."*Journal for Multicultural Education*, vol. 10, no. 2, 2016, pp. 107-123*. ProQuest*, doi: <http://dx.doi.org/10.1108/JME-01-2016-0018>.

The authors conduct the research to demonstrate impacts and academic, social adjustment on campuses at historically black colleges and universities (HBCU), majoring in disciplines of science, technology, engineering, and mathematics (STEM). The researchers assert that large FGS entering HBCU have a low completion rate of STEM. This meta-analysis highlights the need for college students' academic adjustment, especially for FGCS, who enroll in STEM disciplines. The research aims to shed light on the college administrators and heads of departments to support academic adjustment among the FGCS joining HBCU in the STEM field.

The research uses a meta-analysis approach providing insight to academicians on the status of the research. The methodology provides thematic findings, both qualitative and qualitative, with a repeated process to collect and annotate researches with a 45-year time frame (p113). The findings of the STEM programs at HBCU are subdivided into; FGCS as academic and social characteristics, dropout, and STEM retention. As a result, interrelated themes emerged, such as prior academic adjustment, college adjustment, social integration, and academic integration.

However, the research uses a limited sample as it focuses on HBCU, where blacks' population is dispersed in other universities. Thus, this needs further research to include data from other universities, where the black population appears. The implication of the practice remain relevant in contributing a sense of belongingness among FGCS in STEM major and provide the educator with adequate information on how to facilitate the education of FGS of color in these disciplines. The administrator would also implement summer programs to incorporate parents whose students enroll in STEM disciplines, which educate them in adapting academic and social environment university settings.

Kilgo, Cindy A., et al. "Getting Critical about Critical Thinking: The Role of Parental Education on First-Generation Students' Cognitive Gains in College."*Journal of College Student Development*, vol. 59, no. 6, 2018, pp. 756-761*. ProQuest*, doi: <http://dx.doi.org/10.1353/csd.2018.0071>.

The article demonstrates how the FGS encounters various academic drawbacks while pursuing higher education, financial difficulties, and lack of knowledge, low academic preparations, and norm adjusting challenge. The authors argue that FGCS has a likelihood of coming from a lower economic background and minority groups than other students. The study explores parental education impacts on their student critical thinking during their four-years in college. Also, due to a lack of consensus in their definition, the authors investigate how parental education varies upon operating in various ways.

The study uses data from the Wabash National Study (WNS), which is a longitudinal pretest. The methodology helps examine the impacts of participating in college experience on both cognitive and effective students where the outcomes vary according to institution selectivity, control, size, and location. The data collection entails three cohorts 2008-2012, 2007-2011, 2006-2010 (p758). The first cohort wave took place in the first year, the second cohort occurred in the spring semester of the first year, and the last wave occurred in the spring semester of the fourth year. The method uses a series of ordinary least squares regression.

The findings indicate that students whose parents had attended colleges reflect higher critical thinking for those who had four years in college than a peer who had a higher degree. The FGCS, whose parents reflected less than four years' degree, indicates a higher gain over four years relative to those whose parents had four years degree. The study's limitation was the difference in effect size when defining FGCS, making the study negligible. Additional research is paramount to understand these initiatives to the college outcomes for FGCS.

Means, Darris R., and Kimberly B. Pyne. "Finding My Way: Perceptions of Institutional Support and Belonging in Low-Income, First-Generation, First-Year College Students."*Journal of College Student Development*, vol. 58, no. 6, 2017, pp. 907-924*. ProQuest*, doi: <http://dx.doi.org/10.1353/csd.2017.0071>.

The article explores and asserts that despite an improvement in college enrolment, the attainment gaps persist for students who come from low-income families, especially the FGCS and more well-off counterparts concerning the history of colleges. Means & Pyne further argues that after these students navigated high school as they overt and covert form of racism, oppression, and classism, they vary according to marginalized identity and surrounding communities. The study aims to explore the FGCS perception of college support and a sense of belonging in the college setting. The institutional support structures include academic and social belonging, academic support services, hall communities, and scholarship programs, though some undermined student belonging.

The authors use a conceptual framework to increase the sense of belonging in the campuses. Also, the article examines data subset from qualitative case research of low-income students. The student completed a semi-structured face-to-face interview through a three-phase interviewing methodology. The authors conducted a trio of one-on-one interviews that lasted 60-90 minutes each (p912). The interviews were recorded multiple times and generated the findings with a cross-case analysis that focuses on institutional support.

The findings reflect the institutional support enhanced student sense. However, apparent the opportunities presented some challenges by raising the question of impact in a particular context. Thus, the findings on institutional support enhanced FGCS, though interweaved pre-college and first-year narratives. The limitation of the study is that sense of belonging is not static, similar to other researchers. Additionally, it would be vital for further research to use a qualitative research method to examine the sense of belonging, retention, and persistence over a long duration. Also, the use of the intersectionality of the study of race changes over time.

Works Cited

Hicks, Terence, and Luke W. J. "A Meta-Synthesis of Academic and Social Characteristic Studies."*Journal for Multicultural Education*, vol. 10, no. 2, 2016, pp. 107-123*. ProQuest*, doi: <http://dx.doi.org/10.1108/JME-01-2016-0018>.

Ilett, Darren. "A Critical Review of LIS Literature on First-Generation Students."*Portal: Libraries and the Academy*, vol. 19, no. 1, 2019, pp. 177-196*. ProQuest*, doi: <http://dx.doi.org/10.1353/pla.2019.0009>.

Jehangir, Rashne, Rhiannon Williams, and Judith Jeske. "The Influence of Multicultural Learning Communities on the Intrapersonal Development of First-Generation College Students."*Journal of College Student Development*, vol. 53, no. 2, 2012, pp. 267-284*. ProQuest*, doi: <http://dx.doi.org/10.1353/csd.2012.0035>.

Katrevich, Alina V., and Mara S. Aruguete. "Recognizing Challenges and Predicting Success in First-Generation University Students."*Journal of STEM Education: Innovations and Research*, vol. 18, no. 2, 2017, pp. 40-44*. ProQuest*, <https://search.proquest.com/docview/1927819584?accountid=151051>.

Kilgo, Cindy A., et al. "Getting Critical about Critical Thinking: The Role of Parental Education on First-Generation Students' Cognitive Gains in College."*Journal of College Student Development*, vol. 59, no. 6, 2018, pp. 756-761*. ProQuest*, doi: <http://dx.doi.org/10.1353/csd.2018.0071>.

Means, Darris R., and Kimberly B. Pyne. "Finding My Way: Perceptions of Institutional Support and Belonging in Low-Income, First-Generation, First-Year College Students."*Journal of College Student Development*, vol. 58, no. 6, 2017, pp. 907-924*. ProQuest*, doi: <http://dx.doi.org/10.1353/csd.2017.0071>.

Swanbrow Becker, Martin A., et al. "Promoting First-Generation College Students' Mental Well-being: Student Perceptions of an Academic Enrichment Program."*Journal of College Student Development*, vol. 58, no. 8, 2017, pp. 1166-1183*. ProQuest*, <https://search.proquest.com/docview/2011268313?accountid=151051>.

Wildhagen, Tina. "'Not Your Typical Student': The Social Construction of the 'First-Generation' College Student."*Qualitative Sociology*, vol. 38, no. 3, 2015, pp. 285-303*. ProQuest*, doi: <http://dx.doi.org/10.1007/s11133-015-9308-1>.