

References

- 2004 *On-Campus Enrollment Profile*. (n.d.). Retrieved on September 1, 2005, from <http://www.vtnews.vt.edu/factbook/FBstudent.html>
- Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.
- Brown, T. L. (2000). Gender differences in African American students' satisfaction with college. *Journal of College Student Development, 41*, 479-487.
- Cardoza, J. (1986). Colleges alerted: Pay attention to minorities or risk future survival. *ETS Developments, 32*, 8-10.
- Carey, K. (2004). *A matter of degrees: Improving graduation rates in four-year colleges and universities*. Retrieved August 7, 2005 from: <http://www2.edtrust.org/NR/rdonlyres/11B4283F-104E-4511-B0CA-1D3023231157/0/highered.pdf>
- Choy, S. P. (2001). *Students whose parents did not go to college: Postsecondary access, persistence, and attainment*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 200-126.
- Davis, R. (1991). Social support networks and undergraduate student related outcomes. In W. R. Allen, E. Epps, & N. Hannif (Eds.) *College in Black and White*. Albany, NY: State University of New York Press.
- DeSousa, D. J., & King, P. M. (1992). Are white students really more involved in collegiate experiences than black students? *Journal of College Student Development, 33*, 363-369.
- DeSousa, D. J., & Kuh, G. D. (1996). Does institutional racial composition make a difference in what black students gain from college? *Journal of College Student Development, 37*, 257-267.

- Duggan, M. (2001). *Factors influencing the first-year persistence of first generation college students*. Cambridge, MA. (ERIC Document Reproduction Service No. ED459673).
- Edmonson, S., Fisher, A., Christensen, J. (2003). *Project CONNECT: A university's effort to close the gaps*. Chicago. (ERIC Document Reproduction Service No. ED477438).
- Eimers, M. T., & Pike, G. R. (1996). *Minority and non-minority adjustment to college: Differences or similarities?* Albuquerque, NM. (ERIC Document Reproduction Service No. ED397707).
- Enrollment*. (n.d.). Retrieved on April 11, 2005, from <http://nces.ed.gov/fastfacts/display.asp?id=98>
- Fleming, J. (1984). *Blacks in college*. San Francisco: Jossey-Bass.
- Freeman, C. E. (2004). *Trends in educational equity of girls and women: 2004*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 2005-016.
- Fries-Britt, S. (1995). *Voices of gifted black students*. Orlando, Florida. (ERIC Document Reproduction Service No. ED391435).
- Gerald, D. E., & Hussar W. J. (2004). *Projections of education statistics to 2013*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 2004-013.
- Grosset, J. M. (1995). *A multigroup structural equation modeling approach to test for differences in the educational outcomes process for African American students from different socioeconomic backgrounds*. San Francisco. (ERIC Document Reproduction Service No. ED382640).

- Hahs-Vaughn, D. (2004). The impact of parents' education level on college students: An analysis using the Beginning Postsecondary Students Longitudinal Study 1990-92/94. *Journal of College Student Development, 45*, 483-500.
- Hall, R. M., & Sandler, B. R. (1982). *The campus climate: A chilly one for women?* Washington, DC: Association of American Colleges.
- Hammersly, M. & Atkinson, P. (1983). *Ethnography: Principles in practice*. New York: Tavistock Publications.
- Hellman, C. M., & Harbeck, D. J. (1997) Academic self-efficacy: Highlighting the first-generation student. *Journal of Applied Research in the Community College, 4*, 165-169.
- Higher Education Research Institute [HERI]. (2004). *The American Freshman: National Norms 2004*. University of California, Los Angeles.
- Horn, L., & Carroll, C. D. (2004). *College persistence on the rise?* Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 2005-156.
- Hsiao, K. P. (1992). First-generation college students. California. (ERIC Document Reproduction Service No. ED351079).
- Ishitani, T. T. (2003). A longitudinal approach to assessing attrition behavior among first-generation students: Time-varying effects of pre-college characteristics. *Research in Education, 44*, 433-449.
- Kojaku, L. K., & Malizio, A. G. (1998). *Descriptive summary of 1995-96 Beginning Postsecondary Students*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 1999-030.

- Kuh, G. D. (2005). Student engagement in the first year of college. In M. L. Upcraft, J. N. Gardner, B. O. Barefoot, & Associates (Eds.). *Challenging & supporting the first-year student* (pp. 86-107). San Francisco: Jossey-Bass.
- MacKay, K. A., & Kuh, G. D. (1994). A comparison of student effort and educational gains of Caucasian and African-American students at predominantly white colleges and universities. *Journal of College Student Development, 35*, 217-223.
- Mallinckrodt, B. (1988). Student retention, social support, and dropout intention: Comparison of black and white students. *Journal of College Student Development, 24*, 60-64.
- Mallinckrodt, B., & Sedlacek, W. E. (1987). Student retention and the use of campus facilities by race. *NASPA Journal, 24*, 28-32.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, California: SAGE Publications.
- Nora, A., Cabrera, A., Hagedorn, L. S., & Pascarella, E. (1996). Differential impacts of academic and social experiences on college-related behavioral outcomes across different ethnic and gender groups at four-year institutions. *Research in Higher Education, 37*, 427-451.
- Nunez, A., & Carroll, C. D. (1998). *First-generation students: Undergraduates whose parents never enrolled in postsecondary education*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 92-082.
- Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *The Journal of Higher Education, 75*, 249-284.

- Peter, K., Horn, L., & Carroll, C. D. (2005). *Gender differences in participation and completion of undergraduate education and how they have changed over time*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 2005-169.
- Pounds, A. W. (1987). Black students' needs on predominantly white campuses. In D. J. Wright (Ed.). *Responding to the needs of today's minority students. New Directions for Student Services*, 38 (pp. 23-38). San Francisco: Jossey-Bass.
- Schexnider, A. J. (1992). Black student retention: The role of black faculty and administration at traditionally white institutions. In Lang, M., & Ford, C. A. (Eds.), *Strategies for retaining minority students in higher education* (pp. 125-132). Springfield, IL: Charles C. Thomas Publisher.
- Snow, D. A. & Anderson, K. (1991). Researching the homeless: The characteristic features and virtues of the case study. In J. R. Feagin, A. M. Orum, & G. Sjoberg (Eds.). *A case for the case study* (pp. ?-?). Chapel Hill: The University of North Carolina Press.
- Snyder, T. D., & Hoffman, C. M. (2003). *Digest of Education Statistics 2002*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 2003-060.
- Strage, A. A. (1988). Student retention, social support, and dropout intention: Comparison of black and white students. *College Student Journal*, 24, 198-204.
- Szelenyi, K. (2001). *Minority student retention and academic achievement in community colleges*. Los Angeles. (ERIC Document Reproduction Service No. ED351079).
- The Class of 2009*. (2005). Retrieved on March 23, 2006, from <http://www.vtnews.vt.edu/story.php?relyear=2005&itemno=860>
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45, 89-125.

- Tinto, V. (1982). Limits of theory and practice in student attrition. *Journal of Higher Education*, 53, 687-700.
- Vann Lynch, R. (2002). *Mentoring across race: Critical case studies of African American students in a predominantly white institution of higher education*. Sacramento, CA. (ERIC Document Reproduction Service No. ED470049).
- Velasquez, P. (1998). *Cultural activities and campus involvement*. Washington, D.C. (ERIC Document Reproduction Service No. ED420266).
- Warburton, E. C., & Carroll C. D. (2001). *Bridging the gap: Academic preparation and postsecondary success of first-generation students*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education NCES 2001-153.
- Whitt, E. J., Edison, M. I., Pascarella, E. T., Nora, A., & Terenzini, P. T. (1999). Women's perceptions of a "chilly climate" and cognitive outcomes in college: Additional evidence. *Journal of College Student Development*, 40, 163-177.

Appendix A: Recruiting Advertisement

Hello! My name is Heather Rudd, and I am a Master's student in the Higher Education and Student Affairs program here at Virginia Tech. I am the first person in my family to attend college. My advisor and I are interested in learning more about students whose parents and siblings do not have college experience. Specifically, we want to learn more about how first-generation students spend their time and the types of academic and social activities in which they choose to participate. Those that participate in our research may earn up to \$25 cash as our appreciation for your time.

Are you/do you:

- The first person in your immediate family (parents, brothers and sisters) to attend college?
- A first-semester freshmen?
- Enrolled full-time (at least 12 credits) and living on campus?
- Have daily access to a computer and an active e-mail address?
- Willing to send me information about your daily activities for two weeks?
- Willing to attend a brief one-time information session prior to the study?

If you answered yes to all of these questions, please contact us at 540-231-8082 for more information. By participating in this study, you will have an opportunity to broaden our current understanding of first-generation students, their activities, their choices, and their experiences.

If you have any questions about the study, feel free to contact us, and we would be happy to discuss any questions or concerns.

Appendix B: Participant Eligibility Screening Checklist

Thank you for calling. I appreciate your interest in participating in my research. May I ask how you heard about the study? (Note which office they received information from)

To ensure that you meet the criteria for participation in my study, I need to ask you several questions. This will take about five minutes. Is this okay?

Caller Number # _____

Name _____

Male Female

1. Are you a freshman at VT? No Yes (if answer is yes, proceed to next question)

2. Did you graduate from high school in the spring of 2005? No Yes
(if answer is yes, proceed to next question)

3. Are you 18 or 19 years old? No Yes (if answer is yes, proceed to next question)

4. Did either of your parents attend college?
No Yes (if answer is no, proceed to next question)

5. Have any of your siblings attended college?
No Yes (if answer is no, proceed to next question)

6. Are you enrolled in at least 12 credits this semester? No Yes
(if answer is yes, proceed to next question)

7. Do you live on campus? No Yes (if answer is yes, proceed to next question)

8. Do you have daily access to a computer? No Yes
(if answer is yes, proceed to next question)

9. Do you have an active email account? No Yes
(if answer is yes, proceed to next question)

10. I will be looking at differences between participants of different ethnic backgrounds. Do you feel comfortable sharing your race and/or ethnicity? No Yes
(If answer is yes,) How would you describe your race and/or ethnicity, Caucasian or Non-Caucasian?

Caucasian Non-Caucasian

11. For the purpose of this study, and to receive the \$25 compensation, you will be asked to:

- Attend an orientation/informational session that will last about an hour
- Maintain a log of your daily activities starting the day after your orientation session
- Check your email daily for a message from me with that day's log as an attachment
- Complete the log every night and send it to me by 11:30pm as an email attachment

- Check your email in the morning to see if I had any questions or needed clarification regarding your responses or if I did not receive your log
- Review your completed logs at the end of the two weeks to ensure your responses accurately reflect your activities
- Return the reviewed logs to me

Are you still interested in being a participant in this study? No Yes
 (if answer is yes, proceed to next question)

12. Remembering that you will maintain the log for two weeks, beginning the day after your orientation session, which session can you attend?

Monday October 24 at (time and location TBA)

Wednesday October 26 at (time and location TBA)

Thursday October 27 at (time and location TBA)

(If unable to make any of these times, see if an individual meeting can be arranged)

Individual meeting time and location: _____

(If this cannot be arranged, caller cannot participate in the study)

13. Would you be willing to participate in this study, maintain a daily log of your activities for two weeks, email me with your responses and check your email for messages from me (including the log), and sign a consent form?

No Yes (if answer is yes, proceed to next question)

14. Congratulations, you meet all of the criteria to participate in this study. Are you still interested in participating?

No Yes (if answer is yes, proceed to next question)

15. Phone Number _____

Email address _____

Selected

Not Selected

Appendix C: Log Data Collection Instrument

Name:

Date:

Instructions: Please complete each of the sections below as completely and candidly as possible. Remember that you only need to discuss the activities that you participated in today – if you have extra rows for any or all questions, this is okay. Submit your completed form to hrudd@vt.edu by 11:30pm.

Academic Activities

1) Classes:

	Course Title	Attend	Read	Assignments	Take notes	Did you talk in class? If so, what about?
Class 1		Yes	Yes	Yes	Yes	
Class 2		Yes	Yes	Yes	Yes	
Class 3		Yes	Yes	Yes	Yes	
Class 4		Yes	Yes	Yes	Yes	

How was the material delivered in Class 1 today (e.g., lecture, student presentation, guest speaker, etc.)?

What did you like and dislike about Class 1 today?

How many students do you know in Class 1?

How comfortable do you feel with other students in Class 1?

How comfortable are you with your ability to contribute to Class 1?

(This set of questions will ask about a different class each day until participants have discussed all of their classes. Then the first two questions will reappear for each course.)

Additional Comments:

2) Correspondence, meetings, and discussions with faculty

	<i>Who</i>	Method	Purpose	What did you talk about?	How did you feel about the interaction?
Interaction 1					
Interaction 2					
Interaction 3					
Interaction 4					

Additional Comments:

Social Activities

1) Peers

	Time spent	Location	How many	Purpose	What did you do and/or talk about? How did you feel about the interaction?
Interaction 1					
Interaction 2					
Interaction 3					
Interaction 4					
Interaction 5					

Additional Comments:

2) Meetings

	Type	Affiliation	Purpose	Mandatory	Why did you attend? What did you get out of the meeting and how did you feel about it?
Meeting 1				Yes	
Meeting 2				Yes	
Meeting 3				Yes	
Meeting 4				Yes	

Additional Comments:

3) Events

	Type	Location	Mandatory	Why did you attend?	What did you think of the event?
Event 1			Yes		
Event 2			Yes		
Event 3			Yes		
Event 4			Yes		

Additional Comments:

Use of Campus Facilities

Type	In-person Or Online	Time spent	Purpose of visit	What did you do?	How did you feel about your visit and your interactions with staff and/or peers? (if applicable)
Acad. Advising	In-person				
Athletic/Recreation Centers	In-person				
Academic Support Services	In-person				
Career Services	In-person				
Financial Aid	In-person				
Library	In-person				
Multicultural Centers	In-person				
Tutoring	In-person				
Writing Center	In-person				
Other (specify)	In-person				

Additional Comments:

Work and Volunteering

	Type	Company/Org	Location	Hours	What did you do today? Why do you work or why did you choose to volunteer?
Experience 1	Work				
Experience 2	Work				
Experience 3	Work				
Experience 4	Work				

Additional Comments:

General Questions

Appendix D: Guidelines and Instructions for Log

General Instructions on Log:

Please complete each of the sections below as completely and candidly as possible. Remember that you only need to discuss the activities that you participated in today – if you have extra rows for any or all questions, this is okay. Submit your completed form to hrudd@vt.edu by 11:30pm.

Academic Activities

Classes:

In this section, I will ask you questions about the courses in which you are currently enrolled. There is space to talk about as many as four classes per day. Should you have more than four classes in one day, discuss any additional classes in the “Additional Comments” area provided.

- **Course Title:** Provide the subject/departmental abbreviation and the number of the course (e.g., PSYC 2004). Labs, recitations, etc. should be considered courses as well.
- **Attend:** Did you attend this class today? Use the drop-down menu to respond. If you respond no, talk about why you did not go to class in the “Additional Comments” section.
- **Read:** Did you complete reading assignments that were due for this class today? Use the drop-down menu to respond “Yes” if you read all of the assignments, “No” if you did not read any of the assignments, “Some” if you read some of the assigned reading, and “N/A” if there were no assigned readings for that day.
- **Assignments:** Did you complete any assignments (e.g., paper, project) that were due today? Drop-down menu response options are the same as they were for the “Read” column.
- **Take Notes:** Did you take notes in class today? Use the drop-down menu to respond.
- **Did you talk in class? If so, what about?:** Answer yes or no, and if yes, respond in as much detail as necessary.

There will also be several other free-response questions that will rotate daily about your classes. Respond to these as honestly and completely as possible.

Correspondence, meetings, and discussions with faculty

This section asks you to discuss any type of interaction you had with faculty today. There are spaces to discuss four interactions per day, and should you need more space, please use the “Additional Comments” area provided. If you had planned to interact with faculty today but did not for whatever reason, please talk about this in the “Additional Comments” section.

- **Who:** The name of the professor is not required, but note whether this is an instructor of a course in which you are currently enrolled, a professor in a department you want to learn more about, the department chair of the major you want to declare, etc.

- **Method:** How did you communicate with the faculty member? Responses might include, email, phone, in-person after class, in-person during office hours, etc.
- **Purpose:** Why did you want to meet with/talk to this professor or why did he or she want to communicate with you? List any and all reasons.
- **What did you talk about?:** List any and all topics discussed, whether they are related to the stated purpose or not.
- **How did you feel about the interaction?:** Was it an overall positive or negative interaction? Give as much detail as possible about your perceptions of the interaction.

Social Activities

Peers

In this section, you will be asked to describe the five most important/significant interactions you had with peers today. How you define important/significant is up to you. Although I only want you to discuss five interactions, if there are additional comments that you did not address in your responses that you feel are important, please feel free to tell me about them in the “Additional Comments” section.

- **Time spent:** To the best of your ability, how much time did you spend in this particular interaction? Be as specific as possible (e.g., one hour and ten minutes, eight minutes).
- **Location:** Where were you during this interaction? If you changed locations during the interaction, note this too.
- **How many:** Other than yourself, how many people were involved in this interaction?
- **Purpose:** Why were you involved in this interaction? List any and all reasons. Was it planned or spontaneous?
- **What did you do and/or talk about? How did you feel about the interaction:** Please respond in as much detail as possible.

Meetings

This section asks you to provide information about any meetings you attended today. If you had planned on attending a meeting but did not, please discuss this in the “Additional Comments” section. If you attended more than four meetings, or would like to discuss something I did not ask about, please address this in the “Additional Comments” area as well.

- **Type:** What type of meeting was it? If possible, describe type and the frequency of meetings (e.g., biweekly club meeting, study group meeting, residence hall, etc.).
- **Affiliation:** With what club, organization, etc. was the meeting affiliated? Name specific groups here.
- **Purpose:** What was the purpose of today’s meeting? If it’s a meeting that occurs at a regular, recurring time, what is the general purpose of these meetings?
- **Mandatory:** Was your attendance mandatory or not? Use the drop-down menu to respond.

- **Why did you attend? What did you get out of the meeting and how did you feel about it?** Please respond as honestly and fully as possible.

Events

In this section, describe any events that you attended and/or participated in on campus. As before, should you need additional space to discuss events or some aspect of an event that I did not ask about, please use the “Additional Comments” space provided. If you planned on attending an event but did not for whatever reason, please discuss this in the “Additional Comments” section as well.

- **Type:** What type of event was it, and if it was sponsored by some group(s), who? Type might include cultural events, guest speakers, etc.
- **Location:** Where did the event take place?
- **Mandatory:** Was your attendance at the event required? Use the drop-down menu to respond.
- **Why did you attend?:** Describe any and all motivations for attending.
- **What did you think about the event?:** Describe your perceptions of the event as honestly and fully as possible.

Use of Campus Facilities

This section asks you to document your use of a variety of campus facilities. If you do not see a facility listed here, there is a box for “Other.” Please specify the facility in this box. Should you want to describe aspects of your experiences with a facility that I did not ask about, use the “Additional Comments” section to discuss your thoughts.

- **In-person or Online:** Did you visit the facility’s Web site to retrieve information or did you visit the facility in person?
- **Time spent:** How much time did you spend browsing the Web site or at the facility? Estimate to the best of your ability and be as specific as possible.
- **Purpose of visit:** Why did you choose to visit the Web site or go to the facility? Discuss any and all reasons.
- **What did you do?:** What did you do with the Web site or at the facility? Discuss everything you did, even if it is different from the purposes stated previously.
- **How did you feel about your visit and your interaction with staff and/or peers?:** If you used the Web site, how would you describe your experience using the site? If you went in-person, describe your perceptions of the visit and any interactions you had with others.

Work and Volunteering

In this section, discuss any experiences you had working (for pay) or volunteering today. If you were scheduled to work or volunteer but did not, please discuss this in the “Additional Comments” section, as well as anything you want to share that was not requested.

- **Type:** Use the drop-down menu to identify whether it was a work or volunteer experience.
- **Company/Organization:** For/with whom did you work or volunteer?
- **Location:** Was the experience on or off campus? How far away was it?
- **Hours:** To the best of your ability, how long did you work or volunteer?
- **What did you do today? Why do you work or why did you choose to volunteer?:**
Please answer as honestly and fully as possible.

General Experiences

Every day a different set of questions will appear in this section. Please answer them as honestly and fully as possible. While I want you to respond to questions in the manner in which you interpret them, if you need any clarification, email me, and I will help in any way that I can.

Appendix E: General Experiences Supplemental Questions

LOG QUESTIONS

What was the highlight of your day? Please give as much detail as possible in your response.

What was the worst or most challenging aspect of your day? Please give as much detail as possible in your response.

Describe how you felt in your role as a student today.

Tell me about your relationship with the peer you spent the most amount of time with today.

Of all the peers you spent time with today, tell me about the one who is most important to you.

In what setting do you find yourself developing your strong peer relationships? Why do you think this is so?

What do you feel is the most important/valued aspect of having a positive relationship with one of your professors?

Of the professors you have interacted with this semester, who do you value the most and why?

What is your primary motivation for seeking out relationships with faculty/staff?

How would you describe your relationships with your professors?

What have your faculty done to encourage you to get to know them?

What have faculty members done that has prompted you to avoid getting to know them?

Other than classes, what activity (that you participate in regularly) do you most enjoy? Why?

Other than classes, what activity (that you participate regularly) do you least enjoy?
Why?

What was the most important/valuable thing you did for yourself today?

Weekend specific questions:

How did you spend your time preparing for next week's classes today?

How did you prioritize your activities today?

What did you do to work towards completing upcoming class assignments today?

If you spent time studying or working on class assignments today, where did you do it
and for how long?

How would you rate your study skills?

Do you tend to work ahead or do work just before an assignment is due and why?

If you traveled off of campus today, how did you spend your time?

If you went home to visit family or friends, what were your reasons for going home?
Describe your time there.

If you had planned on attending or participating in something today but did not, why?

Describe your experiences at any parties you attended today.

Appendix F: IRB Approval Letter




Dr. David M. Moore
IRB (Human Subjects) Chair
Assistant Vice President for Research Compliance
1880 Pratt Drive, Suite 2006(0497), Blacksburg, VA 24061
Office: 540/231-4991; FAX: 540/231-0959
email: moored@vt.edu

DATE: September 9, 2005

MEMORANDUM

TO: Joan B. Hirt ELPS 0302
Heather Rudd Career Services 0128

FROM: David Moore 

SUBJECT: **IRB Expedited Approval:** "How First-Generation Students Spend Their Time:
Clues to Academic and Social Integration" IRB # 05-530

This memo is regarding the above-mentioned protocol. The proposed research is eligible for expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110. As Chair of the Virginia Tech Institutional Review Board, I have granted approval to the study for a period of 12 months, effective September 9, 2005.

Virginia Tech has an approved Federal Wide Assurance (FWA00000572, exp. 7/20/07) on file with OHRP, and its IRB Registration Number is IRB00000667.

cc: File

Department Reviewer: Jan K. Nespor