

¡BIENVENIDOS A TEXAS STATE UNIVERSITY! - OBSTACLES
FACED BY HISPANIC FIRST GENERATION COLLEGE STUDENTS
AND THE P.O.D.E.R. EXPERIENCE

HONORS THESIS

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Texas State University
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by

Estrellita Longoria

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About the Problem:

With rise in number of Latino or Hispanic First Generation College Students (FGCS) attending universities and four year institutions, it is critical to evaluate what first year experience programs are available and what methods colleges are using that are successful in accommodating new students and their families to the university atmosphere. The lack of accommodations like Spanish translators on site, clarification of university jargon, and a thorough explanation of university policies and logistics are a catalyst in the possibility of a First Generation College Student withdrawing from the university or potentially not completing enrollment. Students who are considered First Generation College Students are from a family in which neither parent has earned a four-year bachelor's degree. In the United States alone, almost 38% of First Generation College Students are students of color (Choy, 2011). Because most four year institutions require a student to fulfill the requirements of an orientation program, the question of whether or not universities are successfully accommodating Latino/Hispanic students and families must be posed. To more clearly focus on this issue, the spectrum of this project will only examine the new student programs at Texas State University.

What is a First Generation College Student? Why does this issue matter?

A first generation college student is defined as a person whose parents or legal guardians did not earn and/or receive a bachelor's degree at a four-year university or public institution (Davis, 2010). The highest degree attained by either parent was a high school diploma or equivalent or less. While often confused with first generation immigration students, this specific population comprises nearly fifty-four percent of all college students across America. Unfortunately only thirty-six percent of these students complete their degree plan and graduate (Collegeboard, 2011). Because these students are the first in their entire family to attend or decide to pursue a bachelor's degree, the majority of these students come from low-income families often resulting in fewer adequate resources for new college students. Defying the odds, populations of First Generation College Students continue to increase in public universities. Unfortunately, mirroring the high enrollment statistics the withdrawal rates are also rising for Hispanic First Generation College Students (Collegeboard, 2011). This balancing act of student population requires special attention to stabilize and improve the drop out rates.

This issue is incredibly relevant because of the prominent role that a college education positively plays in a person's life. Among the many reasons why a college degree is beneficial are the following: higher employment rates and salary earnings, enhanced levels of civic engagement, increased potential for participation in children's educational experience, and partaking in healthier lifestyles (Collegeboard, 2011). If Hispanic First Generation College students are eligible to attend a four-year institution,

then they are deserving of a positive life after attaining higher education. However, since a vast majority of Hispanic First Generation College students withdraw from universities early on in their college career they risk the alternative lifestyle, thus putting their children, who will be considered First Generation College students should they choose to attend a university, to face the detrimental effects that are posed for First Generation College students. Unless this specific student population is able to break the cycle, their offspring and their offspring's offspring are at greater risk for lower employment rates, decreased levels of civic engagement, unable to assist with their children's education, and unhealthy lifestyles.

Potential problems for this population of students begin early on in the transition period to the college atmosphere, and it is crucial to evaluate if the programs at hand are effective enough at securing a student's transition to the college atmosphere.

First Generation College Students at Texas State University

Latino and Hispanic students comprise nearly thirty-two percent of the entire Texas State University student population (Retention, 2015). To welcome entry-level students into the Bobcat Family, Texas State University requires students and their families to complete the New Student Orientation (NSO) program. Along with Bobcat Preview and P.A.C.E.-these programs, purposely set in chronological order, have different attributes and all offer new students and their families information as well as a hands on transition from high school to college life. Fortunately there are also committees and foundations set in place that offer grants and scholarships specifically for first generation college students, should a certain grade point average and family income requirements be met. With so many hands on programs set in motion, it is necessary to refer back to the information received in high school for faults in delivery and confusion.

In addition to Texas State's specific First Year Experience programs there are some high schools that offer college preparatory programs for seniors and counselors that offer hands on assistance sessions for students and families that are preparing for college like the TRIO, Advancement Via Individual Determination (AVID), Upward Bound, I Have a Dream, and Enlance (Choy, 2001). However, the vast majority of first generation students and families either are not able partake in these programs because of financial reasons or they do not comprehend all of the information necessary to complete the introductory paperwork for enrollment. This can also lead to students and families making errors in further paperwork or registration errors at the universities and colleges.

Thus the uninformed, student and parent are at greater risk for an accomplished admittance.

Another factor to consider is that the majority of information necessary for successful transitioning to the college lifestyle can be found via the internet or through recruitment emails; however, it must also be kept in mind that most FGCS come from families of low socioeconomic status with little to no access to a computer or the internet. In the current world of technology most communication is done online, but FGCS are limited from this because of unpreventable circumstances. Communication can be accessed via phone calls, but this is not necessarily as beneficial as the information given can be forgotten where as in an email, the information is always tangible and at hand. Another medium for students to receive information about Texas State University would be through college visits. However, school counselors once or at most twice a year hosts most college visits, and most of the high school student body is present making personal questions almost impossible to be asked and answered. Lastly, if/when parents of FGCS call to ask questions on behalf of their students, most departments require consent given by the student in forms filled out via the Internet. This problem can be linked to the initial problem stated previously. Something to be considered when evaluating the resources previously stated is that due to the low socioeconomic status of the family, the student might not be able to partake in them because of financial restraints. Even though the opportunities are at hand for high school students to enroll at universities, First Generation College Students have outside obstacles working against them.

Should the students and families successfully complete the initial requirements for enrollment to the university, there are many freshmen regulations specific to students at

Texas State University that Bobcats must fulfill in order to prevent holds from being placed on their accounts. First, there is the university tradition that students with under thirty credit hours are required to live on campus in one of the twenty-five residence halls and purchase a meal plan for every semester that they live in a residence hall (Department of Housing and Residential Life, 2014). This one year housing contract requires a \$300 deposit unless students qualify for free or reduced lunches. Students qualify for an exemption to this housing regulation should they be over the age of twenty-one or their permanent residence be located within a sixty mile radius of the campus. If these exemptions apply to students, they must then fill out an exemption form found at the Department of Housing and Residential Life website before the twelfth class day (Department of Housing and Residential Life, 2014). Although most four-year institutions allow their freshmen students to register for housing at New Student Orientation, Texas State University does not. Students are required to choose their housing and dining options via the Department of Housing and Residential Life's website after the housing deposit or deposit exemption has been submitted. Freshmen are moved into their residence halls a week before classes begin, and they are required to attend a week long information re-cap session called Bobcat Preview. An online alcohol course is required as well as a student convocation held at the Bobcat Stadium at the end of the week (Bobcat Preview, 2015). Students are often confused with New Student Orientation and Bobcat Preview because they are both programs in place to welcome students to the university, and they follow one right after the other. Because of the specific housing regulations and the multiple welcome programs following one another, the first couple

weeks of the Fall semester can seem incredibly overwhelming and confusing for First Generation College Students.

Overview of New Student Orientation

The students and parents first interact with Texas State University during New Student Orientation. This two-day program is hosted by the Office of Undergraduate Admissions along with the help of Orientation Leaders, or upperclassmen who have at least two long semesters of college experience (New Student Orientation, 2015). Students and families are able to interact with every department on campus ranging from Student Business Services to Campus Recreation.

The typical two-day orientation session begins at 7:00am with students and families checking into the residence hall and with the orientation program. From there, students and families are funneled through various tasks and procedures to make sure the student is eligible to register for classes the next day (New Student Orientation, 2015). New Student Orientation can be a lot less stressful and registration can be completed quicker if students have completed tasks like submitting their meningitis vaccination forms to an online data base, ensuring all high school transcripts are successfully submitted, and filling out all of the requirements to secure their financial aid packages (New Student Orientation, 2015). These tasks might seem minimal to most college students whose parents or older siblings have attended a four year institution; however, most first generation students and families do not know how to complete necessary qualifications for a student to be completely eligible for college registration or even who to talk to should problems arise with the logistical aspects of a new student transition.

When considering the acronyms and university jargon that floods over documents that students and families must fill out, it is almost easier for students and families to do something wrong or leave something out instead of fulfilling all of the paperwork's requirements.

When students and families are fully checked-in and accounted for at New Student Orientation, students are given their own individual "Task Lists," a pre-determined list of requirements that a student has yet to fulfill that may/may not include special placements the student is eligible for. After all of the tasks are completed, a "Departmental Browse" is held in the Lyndon Baines Johnson Student Center (LBJSC). Departments ranging from Campus Police to the campus Wells Fargo bank all have tables set up with information to provide to students and families. During this time students and guests also have the opportunity to visit the campus bookstore, take a campus tour, and have taken their picture for their student ID. All of these events, disregarding the departmental brows, are hosted by Orientation Leaders.

The regular orientation schedule continues with a "Welcome Program" in which deans of colleges and heads of departments speak to the students and families about all that their area of the university can provide to them. Hours and hours of collegiate jargon is dished out to the audience in hopes that they will remember what needed to be accomplished on their "Task List" in accordance with the presenters' information. Throughout the majority of "Day One" the students and families navigate through the program together, even during informational college sessions and concurrent sessions- various activities hosted by Orientation Leaders. However, around 3:30pm guests are taken through the family orientation program and students are separated into their

specific small groups for the rest of the orientation session (New Student Orientation, 2015). While in their small groups students are given a presentation called Texas State 101, four presentations on money management and student success, and register for classes at the end of the second day of the program. However, it is not until the second day of New Student Orientation that there is a special session for Spanish speaking individuals; a brief question and answer session is held for families and guests after lunch on the second day of the program. Unfortunately by this time Spanish-speaking guests have had multiple opportunities to get lost from the group or lose interest in the information being provided. A guest fee for New Student Orientation is fifty dollars, not including the overnight stay accommodations (Orientation, 2015). So with that in mind, Spanish speaking guests and parents have paid money out of pocket to sit through hours of literally foreign information. Rarely do Spanish-speaking students encounter this discrepancy but it is seen multiple times throughout the orientation season with families and guests. Accommodations that could be made for Spanish speaking families and guests are detailed itinerary in Spanish, Spanish speaking identifiers on faculty and Orientation Leaders, and a translator on site. Reasons that these options are not currently available to Spanish speaking parents and guests include financial restrictions and scheduling unavailability due to the majority of orientation sessions being in the summer. However because, Texas State University was recently deemed a Hispanic Serving Institute, over twenty-five percent of the student population identifies as Hispanic, a budget should be allocated in the New Student Orientation program for accommodations for Hispanic students and guests.

The parent or supporting guests' enjoyment of the orientation program is as crucial to a student's enjoyment and fulfillment because a student's support system will typically go through the entire college experience along with the student. The first interaction with the university can often be the selling point for students and their guests, and negative first experiences can negatively affect retention rates.

Overview of the New Student Orientation Program for Family/Guests

For the majority of the program the family and/or guests accompany the student until the students break into their individual registration groups. If the guests did not pay the fifty-dollar fee for guest programming, they must leave at that time (Orientation, 2015). The paid family and guests are then escorted to another room in the LBJ Student Center where their specific programming will begin. The Parent and Family Association of Texas State University cohosts this portion of New Student Orientation along with the Office of Undergraduate Admissions Parent and Family Coordinator. Like the morning presentations, presenters from different offices around the university often show slide shows and offer beneficial handouts with their offices' specific benefits and services. At this point in the program there are no presenters or resources for Spanish speaking families and guests.

After two hours of presentations, the families and guests are shuttled via the Texas State University tram to the Sac 'N Pac room that overlooks Bobcat Stadium from the end zone where they receive a complimentary dinner hosted by university representatives. The president of the university attends a few dinners a summer. After the dinner, families and guests are then shuttled back to campus to the residence hall where they spend the night, if they have paid the additional charge for overnight accommodations (Orientation, 2015).

The second day of the program begins at 7:00am with a complimentary breakfast. Families and guests are then escorted to the previous presentation room where the rest of

the major offices provide presentations including: Financial Aid, The University Police Department, Department of Housing and Residential Life, Student Involvement, etc. Unfortunately the information presented is still not in Spanish. As the program breaks for lunch a thirty-minute Question and Answer portion is offered for Spanish speaking families and guests with a representative from the Office of Student Diversity and Inclusion.

This day proves to be stressful for First Generation College Students and their families or guests because the two coinciding programs do not have the same break or release times, and if the student needs the parent or guest member for complications when considering registering for classes complications often occur. Because of the university's size and the limited number of rooms large enough to fit the program's attendees, students and their guests are often in different buildings on different sides of the campus. There are many obstacles against parents/guests and their students, but when communication barriers are at hand the two-day process can be the deciding factor in choosing to attend Texas State University.

Literature Review

The college experience for Hispanic First Generation College Students has been heavily examined over the past ten years because of the many programs and funding currently in place for high school graduates in the United States. Authors and researchers alike have not only begun to better define the term “First Generation College Student” but have also evaluated factors in the increasing withdrawal rates of this student population. The research paper mentioned below highlights an aspect of a student’s transition that is rarely often considered: the home culture that students often lose when attending a new university. The novels mentioned in this literary review, both researched and written by educational officials, differently approach how to better accommodate Hispanic First Generation College Students. It is incredibly important to consider these aspects of the successful college transition as they could each be the determining factor for Hispanic First Generation College Students.

There are many reasons to account for the thousands of Hispanic First Generation College students who withdraw from a university. An important factor to consider when evaluating the reasons Hispanic First Generation College Students decide to withdraw from universities is the necessity these students feel to desert their home cultures to assimilate to the college culture. Students often struggle with this because of the overwhelming atmosphere that a college presents early on in the transition phase. This is known as “Cultural Suicide” (Reyes, Nora 2012). Because most students have support groups, or families back home, that are not efficient in supporting or understanding their

students away at college many students feel that they are on their own during this life transition. Many Hispanic First Generation College Students express the need for a sense of community who share their same interests and goals during college. The culture of large universities often requires students to devote themselves to their new environment. This unfamiliar state of being can be positively influenced if Hispanic First Generation College students had a new community to associate with comprised of other students experiencing the same negative feelings.

Another reason this student population favors withdrawing from the university is because of the necessity to work off campus to provide for themselves and their families back home. Hispanic First Generation College Students, compared to their classmates, often are forced to devote more of their time to off campus jobs versus schoolwork. This factor can also play into this student population not assimilating to the college culture while having to abandon their original identity (Reyes, Nora 2012). Many Hispanic First Generation College Students come from low income families, and their outside jobs are because of necessity. These students are willing to sacrifice grades in order to help out their families. Because of the high admission rates at four-year colleges and universities many Hispanic First Generation College Students do not even choose to attend; thus the need for outside income is incredibly necessary for those who do. The family incomes can totally dictate if and where students choose to attend a university or college. For those that decide to pursue a bachelor's degree a secured transition to the college atmosphere must be initiated as early as possible. The responsibility of a successful transition often falls either on the student or the administration.

Most small schools with high populations of First Generation College Students place the responsibility of a successful transition to college on school officials and public educators. By highlighting the methodology of current programs such as Upward Bound, Talent Search, and Student Support services that stem from the American Higher Education Initiative that was established in 1964 the authors evaluate what systems are effective and what systems could benefit from rejuvenations (Ward, Seigel, Davenport, 2012). From first participating in college ready programs to the first day of freshman year, school officials should be reiterating the necessities for applying and being accepted to a university. Because of the knowledge that most admissions and high school counselors obtain, they should be reaching out to parents of graduating seniors to set up personal meetings to address concerns or questions that parents and guests might have. This is a relevant need because of the many different criteria that different universities might have for admission (Ward, Seigel, Davenport, 2012). Smaller universities across the nation attract many First Generation College Students because of the many services they can offer. Larger universities usually have adequate resources and enough faculty and staff to provide these resources; the question is then posed as to why more resources for this student population are not currently implemented.

It is incredibly important that faculty and staff members explain university jargon and protocols as simply and in depth as possible to ensure that students and their supporting families completely comprehend the methods in which the university operates. The responsibility of doing so is completely on administration because of lack of transition experience from the rest of the family. To alleviate the initial shock those students could face when first attending a large university mentoring programs and

administrative staff should be present to proactively outreach to new students. In doing so, the new students will feel that they are welcomed to the new school and will have more motivation to work harder in transitioning to the college atmosphere (Ward, Seigel, and Davenport, 2012). To support this stance of a proactive university staff one only needs to view the research that covers large universities' high retention rates that give credit to their outreaching peer mentoring and welcome programs that take the first step in accommodating students to their schools.

On the contrary, First in the Family: Your College Years: Advice About College from First Generation Students by Kathleen Cushman, highlights the greatest component of a student's successful transition to college as a prepared student and supportive family. Advice from seasoned First Generation College Students is informally given to new students through detailed interviews and excerpts written to the specific audience (Cushman, 2006). The responsibility of being a well-prepared new student is placed on the reader strategically by recounting stories and personal antidotes that tell the readers that they are fully capable of achieving a successful transition. By congratulating the reader on their decision to attain secondary education; the author articulates the fact that the number of graduating seniors wanting to pursue a college education are steadily declining. By highlighting that students have already achieved something, the readers are automatically prone to taking heed from the author's advice. Unlike the first novel, Cushman initially ignores research and statistics to persuade her audience and instead the readers are swayed with an opening personal accord from a student that was forced to work two part time jobs to be able to remain in college and financially assist her parents back home. Reassuring words of encouragement are included after each personal accord.

This is cleverly done because the readers' emotions are triggered initially by the personal stories to be followed by words of encouragement. After a few more personal accords and quotes from First Generation College Students that successfully transitioned to their schools, multiple charts and statistics are included for school officials to utilize to their advantage (Cushman, 2006). The author interweaves the facts and figures strategically as so not to intimidate the reader but to convince university and school officials that the more personal student approach that gives the responsibility on the student is effective in itself.

Additionally the author efficiently reassures the reader that even though the students should take it upon themselves to control their transition college experience, they are not alone in doing so because thousands of other students have done so in the past. Success stories of students who have careers and are able to support their families financially are included to show students their potential futures beginning with a college degree (Cushman, 2006). By compelling to the readers sentimentally, Cushman is able to reinforce the ability of each First Generation College Student to transition successfully.

The research paper aforementioned highlights what Hispanic First Generation College Students need for a successful transition to college as well as reason for high withdrawal rates. The two novels though both focused on the success of First Generation College Students, each addressed the issue in completely different approaches. The *P.O.D.E.R.* experience was created while considering both approaches to the college transition utilizing support from education officials, educating students on their responsibilities, and informing parents and their families on how to effectively support new college students.

P.O.D.E.R.

In response to the lack of resources currently at Texas State University for Hispanic First Generation College Students, I created *P.O.D.E.R.* The Program Offering Designated Educational Resources is an optional program specifically designed for Hispanic First Generation College Students and their families. The program will preside after students have attended New Student Orientation and before the first week of school, so that any questions or concerns students and parents have may be covered at during this eight hour long program. Integral components of *P.O.D.E.R.* include programming for Spanish speaking individuals, presentations with a breakdown of university jargon, lectures on how to support First Generation College Students during their freshman year, and programming covering policies and procedures specific to Texas State University.

The program will be hosted by *P.O.D.E.R.* Leaders (P.L.s), current First Generation College College students that meet satisfactory requirements such as a GPA of 2.5 or higher, involvement in student organizations, and completion of at least two long semesters at Texas State University. These student leaders will undergo extensive training as to be able to communicate professionally and efficiently in welcoming new Bobcats and their guests to the university. Spanish- speaking *P.O.D.E.R.* Leaders will partake in a separate training to be able to better serve the Spanish- speaking population that attends the programming. During training the student leaders will visit all of the departments that will be present at the programming and have to answer questionnaires about the information retained. This will be done in order to prevent the redundancy of

seeing presentations multiple times from the presenters during *P.O.D.E.R.* The P.L.s will also be trained to relay their own accords of their transition to the college atmosphere in a professional and personal manner, so that during the designated time set aside for personal time with the student leaders any last minute worries or questions can be addressed. A thorough background account of all of the student leaders on staff will be discussed during training so that if during the program new Bobcats need to speak to someone specialized or experienced in a specific student organization or major student leaders will know where to send them. P.L.s who are proficient in Spanish will have visible identifiers such as different colored nametags or different colored uniforms.

Logistics of the program include overviews of university traditions, like the school fight song and official hand signs, led by the P.L.s in between presentations. Because of the large number of attendees, the programming will need to be hosted in an auditorium or banquet hall space. Calendars will be distributed to students and guests with important dates such as: when to file taxes, the Financial Aid application deadline, Parent's Weekend festivities, when to schedule academic advising appointments, Registration openings deadlines, and last day to drop classes already marked down. Campus tours will be distributed when the *P.O.D.E.R.* attendees are broken up into small groups. The small group division will be based upon major or college interests.

After the attendees are broken into their small groups, led by two P.L.s, guests and students will be taken on specialized campus tours. Because the division of the small groups will be based upon intended major or field of interests, the campus tours and the rest of the program's festivities will be adjusted accordingly. If resources allow, the chosen *P.O.D.E.R.* Leaders will be also interested or specialized in those specific fields.

After the campus tours students and guests will stay with their designated small group for a question and answer portion as well as a presentation covering preparation for new semesters.

Another component of the *P.O.D.E.R.* program will be *Team P.O.D.E.R.*, network of university faculty and staff each specialized in different departments of the university. They will undergo a training session on how to serve as effective resources for Hispanic First Generation College Students. During the Team P.O.D.E.R. training session attendees will learn how to effectively communicate university policies and unclear university jargon. Applications for Team P.O.D.E.R. will not be limited to only Spanish-speaking individuals; however, individuals proficient in Spanish will be better suited to assisting students and their families whose primary language is Spanish. A communication flow chart will be distributed among Team P.O.D.E.R. so that P.O.D.E.R. students and guests will be directly forwarded to a team member specialized in the area or department the student or guest is inquiring about. Team membership will be by voluntary basis and applications for Team P.O.D.E.R. and P.O.D.E.R. Leaders will be considered from upperclassmen with a grade point average of above a 2.5 and all faculty and staff.

The P.O.D.E.R. program can be utilized at different universities regardless of size or student population. This resource emphasizes the importance on educating new students of protocols and their individual responsibilities as well as their supporting family and guests. In order for a successful transition to the college atmosphere there must be an instilled self-confidence in the First Generation College Student.

Glossary of Terms and Departments Specific to Texas State University

- **LBJSC: Lyndon Baines Johnson Student Center**
 - Boko's Living Room
 - Clicks Computer Lab
 - Information Desk
 - The University Bookstore
 - I.D. Services
 - Paws Market
 - The Lair
 - The Welcome Center
 - Student Involvement Desk
 - LBJ Teaching Theater
 - The PALM Office
 - Dean of Student's Office
 - Office of Student Diversity and Inclusion
 - Office of Disability Services
 - Career Services
 - The Counseling Center
 - First Generation Organization
- **DHRL: Department of Housing and Residential Life**
 - Blanco Hall
 - Falls Hall
 - Sayers Hall
 - Moore Street Housing
 - San Marcos Hall
 - Bexar Hall
 - Gaillardia Hall
 - Chautauqua Hall
 - The College Inn
 - Jackson Hall
 - Arnold Hall
 - Smith Hall
 - Hornsby/Burleson Hall
 - The Tower Hall
 - San Marcos Hall
 - Laurel Hall
 - Beretta Hall
 - Brogdon Hall
 - Retama Hall
 - Lantana Hall
 - Sterry Hall
 - Butler Hall

- **UAC: Undergraduate Academic Center**
 - University College Academic Advising
 - P.A.C.E. Academic Advising
 - P.A.C.E. Career Counseling
 - Psychology Department
 - Political Science Department
 - Computer Lab
- **ELA: Evans Liberal Arts Building**
 - Geography Department
- **J.C. Kellam Administrative Building**
 - Student Business Services
 - Financial Aid
 - University Registrar's Office
 - Veteran's Affairs
 - Human Resources
- **Lampasas Hall**
 - Honor's College
- **Old Main**
 - KTSW- University Radio Station
 - College of Fine Arts & Communication
 - College of Fine Arts & Communication Academic Advising Center
- **Centennial Hall**
 - Modern Language Department
 - Centennial Teaching Theater
 - College of Science and Engineering Academic Advising Center
- **Derrick Hall**
 - Aerospace & ROTC Department
 - Computer Lab
 - Physics Department
- **Taylor Murphy History Building**
 - History Department
- **Flowers Hall**
 - Liberal Arts Academic Advising Center
 - English Department
- **The Quad**
 - Stretches from The Fighting Stallions to L.B.J. Statue.
- **Paws 'N Go**
 - On Campus Convenient Store
- **Commons Dining Hall**
 - Buffet Dining Hall
- **Jones Dining Hall**
 - Food Court Dining Hall
- **Harris Dining Hall**
 - Buffet Dining Hall

- **The Den**
 - Food Court Dining Hall
- **The Writing Center**
 - One on one tutoring, paper editing, GSP and PUG resources
- **Alkek Library**
 - Computer Lab
 - Teaching Theater
 - SLAC- Student Learning Assistance Center
 - Free tutoring
 - Witliff Collections
- **Supple Science Building**
 - Biology and Science Department
- **McCoy College of Business**
 - Department of Business
 - College of Business Academic Advising Center
- **Joann Cole Mitte/ Roy F. Mitte Building**
 - Department of Art
 - Art Gallery
 - Department of Engineering
- **Nueces Hall**
 - University Police Department
 - Copy Cats
- **ASBS**
 - The Writing Center
 - Classrooms
- **ASBN**
 - Department of Education
 - Department of Education Academic Advising Center
 - Classrooms
- **Performing Arts Center**
 - Patti Strickel Harrison Theater
- **The Theater Center**
- **Jowers Center**
 - Department of Dance
 - Department of Athletic Training
- **Strahan Coliseum**
- **Sewel Park**
- **Jim Wacker Field at Bobcat Stadium**

Conclusion

The current new student functions in place are not adequate in securing a successful transition for Hispanic First Generation College Students and their families and guests that attend with them. Faults that current new student functions have are the following: the lack of Spanish interpreters on site, the lack of presentations surrounding the specific needs of Hispanic First Generation College Students, and efforts to break down university jargon and acronyms. This issue is incredibly relevant because of the magnitude of the student population who identify as Hispanic and First Generation and their mirrored high withdrawal rates. Many administrators and researchers have examined this issue over the past ten years because of the necessity for accommodations for this student population. The *P.O.D.E.R.* Experience provides all of the necessary requirements for a successful college transition because it was specifically designed with this group of students kept in mind. If this program is implemented into large four-year universities, Hispanic First Generation College Students and their families and guests will benefit greatly, and a secure transition to a new college atmosphere will be initiated.

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by

Estrellita Longoria

Thesis Supervisor:

Dr. Ruben Garza, Department of Curriculum
and Instruction

Approved:

Heather C. Galloway, Ph.D.
Dean, Honors College