MAGNETIC STATEMENT: #1

"...First-generation college students were less likely to take the sort of rigorous math and science courses in high school that allow for a smoother transition into STEM majors."

—Bettencourt et al., 2020

MAGNETIC STATEMENT: #2

"...[First-generation college students] are less likely to know what careers are available to them, as well as what any particular job will include on a day-to-day basis..."

—Coleman et al., 2025;
Moschetti & Hudley, 2015

MAGNETIC STATEMENT: #3

"46% (13 of 28) of [first-generation college students] spoke of hidden expectations within STEM departments that shaped their perceptions of what students should know at the undergraduate level or how they should act as a STEM student."

—Google et al., 2023

MAGNETIC STATEMENT: #4

"Compared to continuing-generation students, first-generation students had significantly lower self-efficacy, emotional regulation, first-semester [college] GPA, and first-to-second year retention…"

—Koh et al., 2022

MAGNETIC STATEMENT: #5

"...[First-generation college students] constitute 30% of undergraduate degrees..."

—Marco-Bujosa et al., 2024; NSB, 2018

Quotes and Sources

"...[F]irst-generation college students were less likely to take the sort of rigorous math and science courses in high school that allow for a smoother transition into STEM majors." (Bettencourt et. al, 2020, p. 768)

- *Bettencourt, G., Manly, C., Kimball, E., & Wells, R. S. (2020). STEM degree completion and first-generation college students: A cumulative disadvantage approach to the outcomes gap. The Review of Higher Education, 43(3), 753-779. https://doi.org/10.1353/rhe.2020.0006*

"...[First-generation college students] are less likely to know what careers are available to them, as well as what any particular job will include on a day-to-day basis…" (Coleman et. al, 2025, p. 49)

- *Coleman, M. C., Hoffman, B. Y., & Cirucci, A. M. (2025). Communicatively enhancing belonging by meeting the motivations of first-generation college students in the classroom. Journal of Communication Pedagogy, 9, 43–51. https://doi.org/10.31446/JCP.2025.1.04*
- *Moschetti, R. V., & Hudley, C. (2015). Social capital and academic motivation among first-generation community college students. Community College Journal of Research and Practice, 39(3), 235–351. https://doi.org/10.1080/10668926.2013.819304*

"46% (13 of 28) of [first-generation college students] spoke of hidden expectations within STEM departments that shaped their perceptions of what students should know at the undergraduate level or how they should act as a STEM student." (Google et. al, 2023, p. 13)

- *Google, A., Sekaya, G., McMullen, Z., & Henning, J. (2023). Adopting a multi-systems approach: Examining the academic belongingness of first-generation college students with multiple stigmatized identities in STEM. Frontiers in Education, 8. https://doi.org/10.3389/feduc.2023.1183907*

"Compared to continuing-generation students, first-generation students had significantly lower self-efficacy, emotional regulation, first-semester [college] GPA, and first-to-second year retention…" (Koh et. al, 2022, p. 1078)

- *Koh, J., Farruggia, S. P., Back, L. T., Han, C. (2022). Self-efficacy and academic success among diverse first-generation college students: The mediating role of self-regulation. Social Psychology of Education, 25, 1071–1092. https://doi.org/10.1007/s11218-022-09713-7*

"...[First-generation college students] constitute 30% of undergraduate degrees..." (Marco-Bujosa et. al, 2024, p. 906)

- *Marco-Bujosa, L. M., Baker, L., & Malott, K. M. (2024). "Why am I here?": A phenomenological exploration of first-generation college student experiences in STEM majors within a predominantly white institution. Journal of Research in Science Teaching, 61(4), 905–936. https://doi.org/10.1002/tea.21911*
- *National Science Board. (2018). Science and Engineering Indicators 2018 (ED604486). ERIC. https://files.eric.ed.gov/fulltext/ED604486.pdf*