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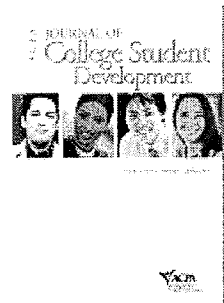
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Second-Generation College Students**

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Building Educational Resilience and Social Support: The Effects of the Educational Opportunity Fund Program Among First- and Second-Generation College Students

Caroline S. Clauss-Ehlers Connie R. Wibrowski

The ability to be resilient in the face of adversity is a critical topic of investigation for educators and psychologists. If educators and psychologists gain greater understanding of the processes that promote resilience in youth, they will be in a better position to support strengths and coping. Educational resilience is one such line of inquiry that refers to “students who despite economic, cultural, and social barriers still succeed at high levels” (Cabrera & Padilla, 2004, p. 152). Much of the educational research on resilient youth has been focused on protective factors that help them succeed in school. This line of inquiry fits with recent resilience literature that has begun to consider how communities can promote protective factors and increase resilience. Gonzalez and Padilla (1997) discovered that academic support and a sense of belonging in school promoted resilience among Mexican American students. Phinney and Haas (2003) reported on 30 ethnic minority college freshman most of whom were the first to attend college in their families. Students with more social support and a greater sense of self-efficacy were better able to cope with stress.

The shift from high school to college involves a change in identity from that of high school student to college attendee. Having a sense of identity is a key developmental milestone for adolescents (Erikson, 1968). Ethnic identity is one aspect of the individual’s larger identity that refers to “feelings of ethnic belonging and pride, a secure sense of group membership, and positive attitudes towards one’s ethnic group” (Phinney & Alipuria, 1996, p. 142). Like social support, another possibility was that an increased sense of ethnic identity contributes to greater resilience and coping among first- and second-generation college students. Clauss-Ehlers, Yang, & Chen (2006) explored resilience among diverse college-aged women and found that learning about one’s ethnic identity and having an androgynous gender identity were associated with greater resilience amidst adverse situations. Although the above studies revealed important findings, missing from the literature is consideration of how programmatic efforts that promote social support, resilience, and ethnic identity can have a positive impact on the experience of first- and second-generation college students.

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The Educational Opportunity Fund (EOF) Program and First- and Second-Generation College Students

Educational Opportunity Fund programs were developed in New Jersey to provide access to higher education for financially disadvantaged students who are first- and second-generation college attendees. Pike and Kuh (2005) define a first-generation college student as a student where neither parent nor guardian earned a baccalaureate degree. A second-generation college student is defined as a student where the parents or guardians earned at least one baccalaureate degree (Pike & Kuh, 2005). While these definitions of first- and second-generation college students are mentioned to reflect terminology in the literature, it is important to note that the EOF program studied here includes students with no parent or guardian who received a baccalaureate degree and students with at most one parent who received a baccalaureate degree.

Research on first-generation college students tends to focus on three general areas. The first area makes demographic comparisons between first-generation college students and their peers. This research generally concludes that first-generation college students are "at a distinct disadvantage with respect to basic knowledge about postsecondary education (e.g., costs and application process), level of family income and support, educational degree expectations and plans, and academic preparation in high school" (Pascarella, Pierson, Wolniak, & Terenzini, 2004, pp. 249-250). The second line of research concerns the transition from high school to college. This research states that first-generation college students confront the same issues and adjustments as other college students but also face cultural, social, and academic changes (Pascarella et al., 2004). The third area of investigation examines outcomes such as degree attainment

and drop out rate (Richardson & Skinner, 1992). Less research exists regarding second-generation college attendees. Much of the research that does exist compares the two groups, determining which has been the "most successful" (Pike & Kuh, 2005).

The EOF program can be a critical resource in helping provide the orientation and skill-base needed to help first- and second-generation students learn what Cabrera and Padilla (2004) call the "culture of college." The current study adds to the literature because we explored the types of programmatic efforts that can support the academic lives of first- and second-generation college students. Rather than merely discuss the challenges that first- and second-generation students face, we specifically addressed how a program may promote their educational resilience.

The purpose of this intervention study was to better understand how resilience, social support, and ethnic identity facilitate the transition from high school to college among first- and second-generation college students. A second purpose was to examine the effectiveness of an academic intervention program that does in fact determine whether or not its participants will gain access to a 4-year college institution. The hypotheses for this study were:

1. First- and second-generation students will report higher resilience scores at the end of the EOF summer academic institute in comparison to the level of resilience reported at the start of the program.
2. Students will report higher scores on social support germane to the EOF program experience (i.e., supervisors and peers) in comparison to the levels of social support they felt at the start of the program. Here it is important to note that prior to the Time 1 intervention, students were asked to reflect upon their sense of support at

that moment in their lives (i.e., their experience with academic and personal counselors during their senior year in high school).

3. EOF program participants will report a significant increase in ethnic identity from Time 1 to Time 2.

METHOD

Participants

Participants were 95 students (63 women, 32 men) who were about to start their freshman year in college at a large state university on the East coast. The students were all enrolled in the university's EOF summer academic institute. Entrance into the program was based on income eligibility meaning that the student's household income could not exceed a certain amount. Eligible students also had to come from a household where neither parent or only one parent attended college. All students had to participate in a 6-week summer academic program. The self-identified racial/ethnic composition of participants was 27 African Americans, 18 White Americans, 16 Asian Americans, and 34 Latinos. The mean age of participants was 18 years ($SD = 0.71$). All students had a high school diploma. Students were required to pass the EOF summer academic institute to gain admission to the university and a 4-year college education. Students in the EOF summer institute who do not pass are not admitted to the university.

Measures

Participants indicated their age, sex, race/ethnicity, educational level attained, socioeconomic status, grade point average, and Standardized Achievement Test (SAT) scores on a brief personal data sheet.

Connor-Davidson Resilience Scale (CD-RISC). The CD-RISC (Connor & Davidson, 2003) is a 25-item scale designed to assess resilience.

Students rate the extent to which they feel able to respond to challenging situations along a 5-point Likert-type scale; a sample item is: "Under pressure, I stay focused and think clearly." Response options range from 0 (*rarely true*) to 4 (*true nearly all the time*). Scores are determined by summing each item. The total scores range from 0 to 100. Higher scores reflect greater resilience while lower scores reflect less resilience. Reliability for the CD-RISC is .87 (Connor & Davidson). Convergent validity with the Kobasa Hardiness Scale is .83 (Connor & Davidson).

Multidimensional Support Scale (MDSS). Students respond to questions on the MDSS (Neuling & Winefield, 1988) about the availability and adequacy of social support from confidants, peers, and supervisors. Confidants are defined as family and close friends. Peers are other people, about the same age, who are similar to the subject in their employment or academic status. Supervisors are those with some authority over the participant such as work supervisors, professors, counselors, or tutors. Students rate the availability of these three supports using a 4-point Likert-type scale ranging from 1 (*never*) to 4 (*usually/always*). Questions presented in the MDSS are the same for each of the three groups. A sample MDSS item is: "How often could you use them as examples of how to deal with your problems?" Because students were new to the program, they were to think about the types of support in terms of their previous high school experience when the measure was administered at the Time 1 data collection. An additional aspect of the scale is a request for participants to indicate if they would have liked less support, more support, or if the support received was adequate. Final scores for Confidant Availability, Confidant Adequacy, Peer Availability, Peer Adequacy, Supervisor Availability, and Supervisor Adequacy are determined by adding items in each section and dividing by the total

number of items. Winefield, Winefield, and Tiggemann (1992) reported reliabilities of .86 (Confidant Availability), .87 (Supervisor Adequacy), .90 (Supervisor Availability), .81 (Peer Adequacy), and .85 (Peer Availability). Researchers have adapted this measure for use with high school students (Winefield et al., 1992). With regard to validity, subscale scores have been shown to correlate significantly with affect measures. For instance, the more satisfied an individual is with the type of support she receives, the less depressed she feels (Winefield et al., 1992).

Multigroup Ethnic Identity Measure (MEIM). The MEIM (Phinney, 1992) is a 14-item scale designed to assess ethnic identity. This measure includes two ethnic identity subscales: (a) Affirmation and Belonging and (b) Ethnic Identity Search. The Affirmation and Belonging subscale assesses positive ethnic attitudes and a sense of belonging; a sample item of this subscale is "I have a strong sense of belonging to my own ethnic group." The Ethnic Identity Search subscale measures the exploration and resolution of ethnic identity issues; a sample item of this subscale is "I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs." All items carry a 4-point range of response from 1 (*strongly disagree*) to 4 (*strongly agree*). Subscale scores are computed by reverse scoring the negatively worded items, summing across appropriate items, and dividing by the amount of items. Higher scores reflect a more developed identity and lower scores reflect a less developed sense of ethnic identity. The MEIM has been used with high school and college students with reliabilities of .81 and .90, respectively (Phinney). Reliabilities for the MEIM when used with a diverse group of college and graduate students were .79 for the Affirmation and Belonging subscale and .81 for the Ethnic Identity subscale (Claus-Ehlers et al., 2006). With regard to validity, the

MEIM is associated with constructs such as ethnic self-concept (Phinney, Chavira, & Tate, 1996) and racial identity (Goodstein & Ponterotto, 1997). Effect sizes for these correlations have been in the small to medium range (i.e., $r < .30$ to $.49$; Cohen, 1988).

Measure of Counselor Impact Pre-Intervention (MCIPre-I). The first author designed this 5-item questionnaire to obtain students' perceptions of what it was like to work with a counselor/guidance counselor in high school and expectations about upcoming work with their EOF counselor. The first two questions are: "What has your prior experience with counselors (or guidance counselors) been like in high school?" "What do you think it will be like to have a counselor work with you to do well in school?" Each question was scored for content from 0 (*none/no expectation*) to 4 (*excellent/excellent expectation*). Higher scores reflected a more positive high school counselor experience and higher expectations of the current counseling relationship. Items 3, 4, and 5 are "What type of support are you looking for from your counselor?" "How do you feel your counselor will be most helpful to you?" and "How do you feel your counselor will be least helpful to you?" Responses for each item were assigned a numerical value and coded accordingly.

Measure of Counselor Impact Post-Intervention (MCIPost-I). The first author designed this 19-item measure based on a focus group with the EOF counselors to explore student reactions to counselors after their participation in the EOF academic institute. Students reported their responses according to a 5-point Likert-type scale (See Table 4 for sample items). Response options range from 0 (*not true at all*) to 4 (*true nearly all the time*).

Interventions

The EOF academic summer program was a required 6-week institute that met 5 days a

week for approximately 7.5 hours per day. The program featured a full-day orientation, a three-day retreat, academic coursework, and concluded with an awards ceremony. Parents and students were invited to the orientation where they met faculty and program administrators. Students were introduced to program requirements that included mandatory attendance and successful completion of the program. The retreat encouraged students to engage in interactive activities where they learned to work in teams, build trust, and develop leadership skills.

Academic components of the program included an introduction to college English, an introduction to college math, a science course in either biology or geology, a course on strategies for academic success, and a public speaking course. Culture-specific interventions included a curriculum with authors who represented diverse group memberships. This curriculum was delivered in the context of a diverse faculty and staff. A university placement exam placed students in either college or developmental level courses for English and math. University faculty taught most coursework; EOF counselors taught the course on academic success. Each instructor had a teaching assistant and each counselor had an assistant who served as a peer counselor. Peer counselors were academically successful undergraduate students, many of whom were EOF participants themselves.

If students passed the academic courses they earned three elective credits towards their graduation and were admitted to the university. The summer academic experience would be noted on the transcript as a course entitled "Topics on Academic Achievement." If students failed to complete the courses or were absent without a valid excuse (i.e., an illness or serious family problem) they were not admitted to the university and were referred to a local community college.

Each student admitted to the university through the EOF program was assigned an EOF counselor that they were required to meet with on a regular basis. The counselor advised students on personal, academic, and financial aid matters. Counselors met with students one-on-one or in a group format to guide them through decision-making processes. Those same EOF counselors were also academic advisors for their assigned EOF students. The role of the EOF counselors was not to be a support program, but an academic program that provided support. Between 90 to 100 students were admitted to the EOF program each year.

Procedure and Design

All students participated with the exception of one who opted not to participate in the research program. Participants were surveyed at the beginning (Time 1) and end (Time 2) of the program using standard administration procedures. Students gave informed consent. At the end of the study students were asked to share any thoughts about participating in research.

RESULTS

Preliminary Analyses

Table 1 shows Cronbach's alphas, means, and standard deviations of all the variables at Times 1 and 2.

Intervention Effects

Table 2 shows a correlation of the dependent variables at Time 1. Table 3 shows a correlation of the dependent variables at Time 2.

We conducted a pre-post repeated measure design to test the three hypotheses. The specific analysis used was an analysis of variance (ANOVA). For the CD-RISC, there were effects for time, $F = 4.87$, $p < .05$, effect size (η^2) = .21. Similar effects were found for

TABLE 1.
Cronbach's Alpha Reliabilities, and the Means and Standard Deviations of
Dependent Variables at Times 1 and 2

Dependent Variable	Time 1			Time 2		
	α	<i>M</i>	<i>SD</i>	α	<i>M</i>	<i>SD</i>
MEIM Ethnic Id Search	.71	23.01	3.52	.84	22.57	4.21
MEIM Affirm/Belonging	.89	14.21	2.58	.94	14.44	3.36
CDRISC	.93	73.11	14.18	.95	76.24	15.31
Confidant Availability	.84	22.27	4.00	.86	22.31	3.83
Supervisor Adequacy	.87	12.67	4.55	.89	15.26	4.30
Supervisor Availability	.91	13.44	3.92	.91	14.91	3.72
Peer Adequacy	.87	13.59	4.34	.88	15.14	3.83
Peer Availability	.89	14.07	3.71	.87	14.64	3.52

Note. MEIM = Multigroup Ethnic Identity Measure; CDRISC = Connor-Davidson Resilience Scale.

MDSS, with significant effects for supervisor adequacy, $F = 18.42, p < .001, (\eta^2) = .62$; supervisor availability, $F = 7.27; p < .05, (\eta^2) = .38$; and peer adequacy, $F = 9.22, p < .05, (\eta^2) = .38$.

The pre-post repeated measures design indicated that there were no statistically significant differences in ethnic identity scores between the pre- and post-test conditions. Additionally, there were no statistically

TABLE 2.
Correlation Matrix of Significant Study Variables at Time 1

Variable	preMeimA	preMeimB	preCDRISC	preConAv	preSupAd	preSupAv	prePeerAd	prePeerAv
preMeimA	1.00							
preMeimB	.53**	1.00						
preCDRISC	.17	.33**	1.00					
preConAv	.11	.27**	.24*	1.00				
preSupAd	.00	.06	.00	.21*	1.00			
preSupAv	.04	.20	.08	.30**	.65**	1.00		
prePeerAd	.06	.04	.15	.41**	.49**	.21*	1.00	
prePeerAv	.18	.20	.36**	.48**	.21*	.26*	.63**	1.00

Note. preMeimA = pre Meim Achievement; preMeimB = pre Meim Belonging; preCDRISC = pre Resilience; preConvAv = pre Confidant Availability; preSupAd = pre Supervisor Adequacy; preSubAv = pre Supervisor Availability; prePeerAd = pre Peer Adequacy; prePeerAv = pre Peer Availability.

* $p < .05$. ** $p < .01$ (2-tailed).

TABLE 3.
Correlation Matrix of Significant Study Variables at Time 2

Variable	postMeimA	postMeimB	postCDRISC	postConAv	postSupAd	postSupAv	postPeerAd	postPeerAv
postMeimA	1.00							
postMeimB	.68**	1.00						
postCDRISC	.13	.18	1.00					
postConAv	.14	.24*	.37**	1.00				
postSupAd	.13	.17	.01	.20	1.00			
postSupAv	.11	.09	.12	.21*	.84**	1.00		
postPeerAd	.21*	.11	-0.15	.17	.36**	.15	1.00	
postPeerAv	.32**	.14	.24*	.36**	.14	.23*	.28**	1.00

Note. postMeimA = post Meim Achievement; postMeimB = post Meim Belonging; postCDRISC = post Resilience; postConAv = post Confidant Availability; postSupAd = post Supervisor Adequacy; postSubAv = post Supervisor Availability; postPeerAd = post Peer Adequacy; postPeerAv = post Peer Availability.

* $p < .05$. ** $p < .01$ (2-tailed).

significant differences between Confidant Availability, Confidant Adequacy, and Peer Availability.

Qualitative findings for the MCIPre-I indicated that 33.7% of participants had either no experience, a bad experience, or a fair experience with their high school counselor, $M = 2.92$, $SD = 1.19$; and 89.5% of respondents reported it would be good or excellent to have a counselor work with them to be academically successful, $M = 3.26$, $SD = .87$. The primary types of support participants wanted from their EOF counselor included any support available (42%), advice for problems (32.6%), and caring (13.7%), $M = 4.20$, $SD = 1.6$. The top two responses regarding how participants felt counselors would be most helpful to them were through advising (55.8%) and developing a good relationship (12.6%), $M = 4.83$, $SD = 1.9$. Finally, the primary ways that participants thought their counselors would be least helpful (note that this is prior to participation in the program), included doing nothing (43.2%),

the counselor having his or her own personal problems (10.5%), and making decisions for the student (9.5%), $M = 3.9$, $SD = 3.74$.

Qualitative data for the MCI-Post I indicated modal responses in the *often true* and *true nearly all the time* ranges. Table 4 shows the percentages for each response along with means and standard deviations for each item.

DISCUSSION

In this study we explored the effects of a 6-week EOF summer academic institute for first- and second-generation college students on resilience, social support, and ethnic identity. This was a nonrandomized pre-post repeated measures design where participants completed research instruments just prior to the start of the EOF summer program (i.e., the morning the retreat was to start) and after its completion. Participation in the EOF summer program and successful completion of the program were prerequisites for formal

entrance into the university. Those students who did not pass coursework would have been denied acceptance and referred to a local community college. The concepts of educational resilience and the experience of first- and second-generation college students provided the framework for this study. The discussion of study results considers gains over the 6-week period as well as implications for efforts to

promote educational resilience among first- and second-generation college freshman.

Despite the limitations of a nonrandomized design, the results of the investigation indicate that the summer EOF academic institute was associated with significant increases in resilience and social support from program staff and peers. We found moderate effect sizes for resilience, supervisor availability, and peer

TABLE 4.

Reports of Counselor Impact Postintervention With Percentage of Respondents Who Reported *Sometimes True*, *Often True*, and *True Nearly All the Time*

Item	<i>M</i>	<i>SD</i>	% of Respondents
My counselor helped me take responsibility for doing well in school.	3.02	0.95	90.5
My counselor provided at least one relationship that helped me deal with stress in school.	2.77	1.06	84.2
My counselor helped to motivate me to do well.	3.15	0.84	96.8
My counselor helped me to be realistic about my academic strengths and weaknesses.	3.16	0.75	83.2
My counselor helped me transition from high school to college.	3.13	0.89	94.7
My counselor helped me gauge my learning expectations.	3.00	0.86	94.7
My counselor was supportive but also helped me be independent.	3.13	0.83	96.8
My counselor helped me feel confident about my ability to be successful in school.	3.13	0.82	83.1
My counselor helped me think about education in a different, more positive way.	3.16	0.87	94.7
My counselor helped me to feel more involved with my university.	3.08	0.83	96.8
My counselor believed in me, which helped me believe in myself.	3.18	0.79	96.8
My counselor provided a role model.	3.02	0.89	93.7
My counselor was trustworthy.	3.34	0.72	96.8
My counselor was approachable.	3.43	0.60	100.0
My counselor helped me develop leadership skills.	3.02	0.98	94.7
My counselor helped me feel more optimistic.	3.02	0.89	95.8
My counselor helped change my outlook on life.	2.74	1.07	90.5
My counselor helped me to plan for the future.	2.88	1.07	90.5
My counselor created a genuine bond with me.	3.09	0.90	95.8

adequacy, and found a robust effect size for supervisor adequacy. Ethnic identity did not significantly increase in the study, nor did social support from family and friends.

Our first hypothesis was that participation in the EOF summer institute would significantly heighten a sense of resilience among students. Educational resilience pertains to students who previously struggled academically but were able to overcome their difficulties and succeed in school (Cabrera & Padilla, 2004). Previous negative educational experiences become particularly apparent when results of the MCIPre-I are considered. At the brink of starting the EOF program and entrance to college, many students reported that the amount of social support received in high school was either bad or simply nonexistent (i.e., 33.7%). Despite these past negative experiences, it was interesting to find that almost all students continued to express a desire for an EOF counselor to work with them academically and help them succeed (i.e., 89.5%). The hope of having this supportive relationship appears to outweigh past negative experiences reported by the students. In essence, participants were willing to take a chance with their EOF counselors. This suggests that students were resilient prior to entrance into the program and the intervention helped cultivate that quality between Time 1 and Time 2 of the study's administration.

For the second hypothesis, we anticipated that students' sense of social support would significantly increase between Time 1 and Time 2. Results of the analysis were interesting in that they proved this to be the case for some aspects of social support but not for all. The authors of the MDSS used in this study emphasized that "different varieties of help must be distinguished in order to understand what is helpful about some forms of social contact" (Winefield et al., 1992, p. 199). This idea certainly fits with the movement in

resilience research to explore what works for different people in terms of what promotes positive coping (Clauss-Ehlers, et al., 2006). Our analysis revealed significant increases in social support from supervisors and peers. There was no increase in social support from family or friends during this transitional summer.

Finally, it was hypothesized that participation in the EOF summer program would enhance students' ethnic identity. We thought that after program participation, students would have a stronger sense of affirmation and belonging to their ethnic group and feel they had the opportunity to explore ethnic identity issues. However, results of the pre-post repeated measures analysis indicated that there were no significant changes in ethnic identity between Time 1 to Time 2. This finding is in contrast to some studies that found ethnic identity contributed to greater resiliency among diverse youth (Clauss-Ehlers et al., 2006). It might be that students come to the EOF program already having a strong sense of ethnic identity in place.

Two theoretical perspectives that can help explain these results are the notions of cultural and social capital (Bills, 2000). Cultural capital is defined as the "degree of ease and familiarity that one has with the dominant culture of society" (Bills, p. 90). Social capital refers to the relationships one has and the extent to which those relationships can mobilize resources. The cultural and social capital approach provides a context for understanding the types of social support helpful for first- and second-generation college students. For students who participated in this study, the EOF counselors, program administrators, and faculty (i.e., the supervisors) significantly contributed to an increased sense of support. These people appear to be the stakeholders who enhanced participants' cultural and social capital as they helped them make positive

academic and social choices. That supervisor adequacy was the robust effect size in this study highlights the importance of the EOF program as a cultural broker.

This theoretical perspective also accounts for the increase in peer adequacy. As the students went through the same academic rigors and orientation to college life as the peers around them, their cohort group was likely to become supportive. Additionally, as students grew and learned how to negotiate college life together, chances are they increasingly became a source of both social and cultural capital to one another. As a result, perhaps being available all the time wasn't as important as providing adequate feedback when needed.

Limitations and Future Research

A main limitation of the study was that having a control group was not an option. Because the summer EOF academic institute is a requirement for EOF students, there were no EOF students to participate in a control group as they all participate in the institute. This limitation may be slightly offset, however, by the fact that findings between Time 1 and Time 2 were significant and that these differences fit within a body of literature on resilience and first- and second-generation college students.

Despite the limitations of the current study, the use of a diverse sample, an active, thought-out intervention, and work towards looking at the role of resilience, social support, and ethnic identity extend previous research in the areas of resilience and the transitional experience of first- and second-generation college students. Future researchers should explore other program variables that support the success of first- and second-generation college students. In this way, the literature would shift somewhat from simply focusing on demographic comparisons and outcomes

among first- and second-generation college students to examine specific processes that promote educational resilience.

Implications for Practice

The results of this study provide some practical insights about what counselors who work with first- and second-generation college students can do. One possibility is that counselors provide social modeling for their students as evidenced by the fact that students reported that their counselor acted as a role model for them (Bandura, 1977). Although academic success was not a variable in this study, the fact that 100% of the students who participated in this study passed the academic institute has major implications for practice around the areas of educational resilience among first- and second-generation college students. The extent to which the EOF counselor modeled how to negotiate the system provided a social learning opportunity for the students (Bandura).

The results of the program suggest that enhancing educational resilience is an important area of intervention. Although program administrators cannot go back and undo past negative experiences, they can certainly work to change and build current structures (e.g., the counseling component of this program) to promote academic success. Finally, the study suggests that educational resilience can be fostered through academic programs that include a strong, consistent, supportive counseling component that addresses both academic and personal issues. Counselors can support the development of intrapsychic factors such as independence and motivation that the students found helpful (See Table 4). Counselors can also provide practical information to students so they can learn about the "culture of college" (Cabrera & Padilla, 2004). Programs solely focused on academics may miss the opportunity to support first-generation students psychologically as they enter the world of college.

CONCLUSION

The research reported here shows that the EOF summer academic institute increased a sense of resiliency and social support from peers and supervisors among first- and second-generation college students. The implication is that educators need to explore not only how first- and second-generation students perform during and after college, but also what can be done to forge success while students actively participate in the educational process. This broadens the focus from just being limited to assessment to also including intervention. Part

of this involves examining resources for students such as mentors and encouraging student interaction and dialogue. Given the influence of this EOF program on student academic success, this EOF summer academic program may serve as a model to explore the joint ways that academic rigor and counseling together promote educational resilience.

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