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## Beyond Borders for First-Generation Students

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**Beyond Borders for First-Generation Students**

**By**

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**Advisor: Kim Petrone**

**An Honor Thesis in partial fulfillment of the requirements for the degree Bachelor of  
International Business with a concentration in Management.**

**Sam M. Walton College of Business**

**University of Arkansas**

**Fayetteville, Arkansas**

**May 13, 2023**

## **Abstract**

From personal experience and research, the author advocates for increasing first-generation student participation in study abroad through the following efforts:

1. Tabeing at TRIO and Multicultural Center events
2. Require academic advisors to have at least one conversation with every student about studying abroad (never assume a student is not interested or unable to go)
3. Overtly feature first-generation study abroad students in social media and Hogs Abroad website.
4. Network interested students with students who have completed study abroad
5. Offer a promotional study-abroad program for first-generation students
6. Promote funding information and add more first-generation specific scholarships

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First-generation students face unique challenges when it comes to navigating higher education. International experiences can help them build critical skills that can lead to academic and career success. However, first-generation students are significantly underrepresented in study abroad programs, with financial constraints, lack of information, and a perceived lack of support being among the top barriers. Increasing the number of first-generation students who study abroad can help to address this gap and ensure that more students have access to the life-changing benefits of international education. We can help create a more diverse and unbiased global learning community by providing tailored support to first-generation students. The number of first-generation students that are attending the University of Arkansas continues to grow yearly, and therefore the University must continue to find ways to better serve first-generation students.

I decided to gather data from our study abroad office to see if there was a need to increase the number of first-generation students who studied abroad. I received data for the academic year of May 2020 and May 2023. The University of Arkansas sent students abroad during May Intercession 2022, Summer 2023, August Intercession 2022, fall 2022, January Intercession 2023, and Spring 2023. The University of Arkansas sent a total of 965 students abroad during the academic year 2022-2023. From the data gathered, seventy-one students claimed that only their father completed an associate or bachelor's degree, 108 said that only their mother completed an associate or bachelor's degree, while 118 said that neither of their parents completed an associate or bachelor's degree. 668 students said that both of their parents obtained either an associate or bachelor's degree. From this data, we can see how only about 30% of the students who went abroad during the 2022-2023 academic year were first-generation students. Also, during this academic year, 823 students said that they were not eligible for a Federal Pell Grant and 142 students who went abroad said they were eligible for the Federal Pell Grant. The Federal Pell Grant is given only to students who have a high need for financial assistance. Therefore, based on this data, students who come from lower income are less likely to study abroad. According to research, most first-generation students come from low-income families. Hence why we must educate first-generation students on all the resources available to them if they decide to study abroad, one of them being the various scholarships available to them. Another factor that I wanted to gather information on was what college sent the most students abroad. Based on the data I received from the study abroad office, it showed that the majority of students who went abroad were from the Sam Walton College of Business. From this data, it is evident that there is a need to increase awareness of the benefits of studying abroad among first-generation students. It is also important to find ways that we can help the other colleges at the University of Arkansas spread the word to its first-generation students about the benefits of studying abroad and to continue helping the Walton College increase the number of first-gen students that go abroad.

Studying abroad is a life-changing experience that provides numerous benefits for personal growth and professional development. It offers an opportunity to immerse oneself in a new culture, learn a new language, and gain a fresh perspective on the world. Studying abroad also helps to develop important skills such as adaptability, independence, and intercultural communication that are highly valued in today's globalized job market. Overall, studying abroad can be a transformative experience that broadens horizons, enhances personal development, and prepares individuals to become global citizens. At the University of Arkansas, there is a need to increase the number of first-generation students studying abroad.

Studying Abroad exposes students to different cultures, as well as helps them not only grow academically but as a person. As mentioned in the article “Students’ motivations, perceived benefits, and constraints towards study abroad,” “studying abroad engages and affects participants’ worldview, personal development, cultural interests, and influence decision-making process decisions” (Curtis & Ledgerwood).<sup>i</sup> As a first-generation student who had the opportunity to go abroad, I have discovered the value of getting exposed to different cultures. I was also able to step outside my comfort zone and become more independent. I studied abroad for an entire semester, and I was able to confront my own biases and assumptions of how I viewed the world. From my experience abroad, I now have a deeper understanding of the world and have learned how to adapt to new situations and develop new skills that will help me thrive in this globalized world. Due to all of the benefits that I received from going abroad, are why I am very passionate about getting other first-generation students to expand their horizons and go abroad.

According to the article “First Generation College Students,” the term first-generation students usually refer to “students whose parents did not attend college. In the United States, federally funded TRIO programs, which have been in existence since the 1960s, specify that FG students are those for whom neither parent has earned a 4-year college degree. Other scholars and certainly many community colleges consider FG status to reflect any students whose parent or siblings have had no postsecondary education or less than one year at an institution of higher education” (Jehangir, R).<sup>ii</sup> For my paper, I will be referring to first-generation students as those for whom neither of their parents earned a four-year college degree. The article “Supporting Pathways for First-Generation Students to Study Abroad,” states that “first-generation college students represent a growing segment of the U.S. higher education population and a group consistently underrepresented in study abroad programming (Mason & Garcia)<sup>iii</sup> Even though first-generation college students are now more likely to attend college, there are still not enough resources that help first-generation students get the same opportunities as other students.

Being a first-generation student comes with many challenges, as stated in the article “An Intersectional Investigation of Study Abroad Intent among/Latino/a and white-First Generation College Students,” “students with limited financial resources, often first-generation students and students of color, may be concerned that a study abroad experience will delay their degree completion and that they will thus incur increase tuition payments” (Goldstein, Susan B).<sup>iv</sup> This article talks about how most first-generation students tend to come from lower-income families and therefore studying abroad may not be on their radar. However, there are many resources available that help fund students’ study abroad experience. When I was first looking at the possibility to study abroad, I was also concerned about how much money it would cost for me to expand my horizons. After reaching out to the study abroad office, I realized that there were indeed many options to help fund my study abroad experience. “Financial considerations are first-generation college students’ greatest barrier to study abroad participation. According to interview participants, most first-generation students assume the cost of studying abroad is beyond their financial means and do not take the time to ask about the costs or possible funding opportunities” (Mason & Garcia).<sup>v</sup> Since income tends to be a great stressor for first-generation students studying abroad, I think that the Office of study abroad needs to be a better advocate for all the possible options of funding that are available to first-generation students for them to consider going abroad.

The article “An Intersectional Investigation of Study Abroad Intent among/Latino/a and white-First Generation College Students,” mentions that for the most part, first-generation students are typically students of color and students who come from low-income families. Therefore, I think that for the University of Arkansas to increase first-generation students’ awareness of studying abroad, it would be beneficial to have more of a presence at the Multicultural Center or with the TRIO program. The TRIO program is a program specifically designed to help first-generation students succeed while they are in college. Labeling or having information sessions with these two organizations would help increase the number of first-generation students to hear about studying abroad and understand that there are no requirements to go abroad. Partnering with TRIO would ensure that most first-generation students that we have on campus get informed of this great opportunity. I also think that academic advisors should have at least one conversation with every student that they meet with about the possibility of going abroad.

“Academic advisors who work with FG students may view study abroad as less feasible for these students or their advising sessions may be dominated by other concerns” (Goldstein, Susan B).<sup>vi</sup> This article mentions how often academic advisors do not discuss study-abroad opportunities with first-generation students because they often do not believe studying abroad would be a feasible opportunity for them. However, stereotypes can have a significant impact on individuals and when a stereotype suggests that a certain group is not capable of achieving something, oftentimes that causes individuals to think that they indeed cannot achieve anything, and it demoralizes their behavior. Ensuring that our academic advisors do not hold any stereotypes against what is and is not feasible for students is essential to promote a diverse and inclusive on-campus environment. “Faculty are central figures in the design of global learning activities and support for study abroad. Study abroad offices value partnerships with faculty members who frequently interact with students and can provide information on and encourage first-generation college students to participate in study abroad opportunities” (Mason & Garcia).<sup>vii</sup> Therefore, if every academic advisor has at least one conversation with every student that they advise about studying abroad, this will encourage first-generation students to go abroad, and it will give them an equal opportunity to pursue their goals and aspirations. First-generation students are often not as exposed to every resource on campuses simply because many of them may not live on campus therefore their academic advisors must mention the option of going abroad to expand their horizons so that they can succeed academically and professionally.

When I first started college, I had no idea I would be studying abroad, I was not fully aware of what I needed to do to go abroad or if it were feasible for me. If I am being completely honest, I do not think I would have gone abroad, had I not been an International Business major, and studying abroad was a requirement. Having gone through the study abroad experience as a first-generation student made me see how valuable and important it is to encourage other first-generation students to go abroad. However, based on my experience of applying to study abroad I saw that there is a need for study abroad advisors and academic advisors to encourage more first-generation students to go abroad. As a first-generation student, I had no idea where to begin and even though I counted on the study abroad advisors to help guide me through the process, it still felt like there were many steps that I needed to do to get to my end goal. Raising awareness of studying abroad is something that could benefit our campus to attract more first-generation students. Currently, I think that the majority of our students that go abroad tend to be business majors because the Walton College requires students to study abroad to complete their

International Business degree. As mentioned in the article “Students’ motivations, perceived benefits, and constraints toward study abroad,” “some researchers found differences in motivating factors between business and non-business students. Business students tend to take a more pragmatic approach towards international opportunities and view studying abroad as a more attractive option than taking classes on campus” (Curtis & Ledgerwood).<sup>viii</sup> This shows how business students are generally more likely to study abroad, therefore the other colleges on our campus need to create an incentive to get more of their students to study abroad. Raising awareness in all departments here at the University of Arkansas will help increase awareness among first-generation students.

As mentioned in the article “Students’ motivations, perceived benefits, and constraints toward study abroad,” “study abroad engages and affects participants worldview, personal development, cultural interests, and influence decision-making process decisions.” (Curtis & Ledgerwood).<sup>ix</sup> Studying abroad is more than just a one-and-done opportunity, it is an opportunity that continues to help students grow as they get older. Therefore, it is important that when thinking about ways to help attract first-generation students to go study abroad that we focus on understanding what are the factors that oftentimes stop these students from going abroad. The article Students’ Motivations, perceived benefits and Constraints toward studying abroad,” mentions that some factors that influence students’ decision to study abroad include “gender, parents’ education, prior international experience, age, and household income” (Curtis & Ledgerwood).<sup>x</sup> Based on this we can see how important it is for first-generation students to be informed of ways they can fund their study abroad experience, as well as understand that going abroad will not make them get behind in their studies and overall make sure they have all the resources available to them when it comes to finding the right program. Studying abroad is a life-changing experience and exposing more first-generation students to going abroad is very impactful because usually first-generation students do not have the same resources and opportunities as their peers, but studying abroad can open the door to many opportunities that may not have been discovered had they not gone abroad. In my personal experience, I feel like the fact that I went abroad I was able to grow not just academically but personally. I have built a stronger network and grown in my personal and professional connections. Studying abroad has given me that boost of confidence that I would not have otherwise obtained had I not taken the risk to go outside my comfort zone and study abroad.

Even though there are several benefits to studying abroad such as “personal and professional experiences, intellectual and cultural interests, cross-cultural tolerance, empathy, self-confidence, and independence, many barriers exist. Barriers include financial considerations, work, and family commitments, language barriers, concerns regarding living in another country, concerns for safety and security, and other reasons. Another major factor was students were concerned that studying abroad might delay their graduation, which might reflect the prominence of financial considerations (Curtis & Ledgerwood).<sup>xi</sup> This once again highlights the importance of why it is essential for the University of Arkansas study abroad staff to act on the fact that more first-generation students need to be informed of all the resources that the study abroad office has to offer such as funding, ensuring classes transfer, and preparing students for departure. When I was looking into the possibility of studying abroad, I was also afraid that my graduation date would be delayed, if I would have enough money to cover all my expenses, and whether or not I would be able to live in a whole new country all by myself. After going abroad for an entire semester, I realized that all of my fears were simply because no one else in my family had ever



gone through this experience and I felt like I was going through this process alone. Therefore, I think it would be very beneficial if there could be a study abroad summer program for just first-generation students where a group of study abroad advisors just focus on helping first-generation students and going with them. As a first-generation student, I see the value of having more resources available for students like me, about all the different study abroad programs that there is available. I think that having a program for just first-generation students would help attract more first-gen students. The article “Educational Travel for First-Generation Students,” talks about a 10-day study abroad program that Ohio Wesleyan University started for First-generation students and how this trip was faculty-led, and helped first-generation students with “personal growth, social connectedness, professional skills, and sociological knowledge” (Dean & Kelley).<sup>xiii</sup> This article also mentions the importance to target more programs and support for first-generation students in educational travel. One of the students who participated in this program mentioned that “Her experience allowed her to “accept being a first-generation student even more,” and she felt more encouraged to “walk [her] own path” as she progressed through her college education” (Dean & Kelley).<sup>xiii</sup> This shows how impactful it can be to have a program designed for just first-generation students, that is led by faculty members so that they can help first-generation students before, during, and after their study abroad experience. As mentioned in the article “Supporting Pathways for First-Generation Students to Study Abroad,” “Institutions focus on preparing students for their study abroad experience but could enhance monitoring and reflection activities during and after study abroad to better support first-generation students” (Mason & Garcia).<sup>xiv</sup> This shows how important it is for institutions to not only focus on getting first-generation students ready to go abroad, but also the importance of helping them during and after their time abroad, and having a program designed just for first-generation students that is faculty lead could help enhance monitoring students during and after their study abroad experience. The article “Educational Travel for First-Generation Students,” also talks about how “in terms of personal development, the students opened up in their interviews about how their experiences helped to shape their conceptions of their identities and the personal issues that shape them. The only student of color on the trip, a Black male, commented that his experience being abroad “matured” him, which he described as becoming more trusting of people who he initially believed could not understand his experiences as a Black male” (Dean & Kelley).<sup>xv</sup>

Studying abroad helps students connect with more than just a different culture, it opens the door to allow students to connect with other students who have similar experiences and are also studying abroad with them. Having a study abroad program for just first-generation students can allow students to connect more with their peers. It will also allow first-generation students who are minorities to see how there are white students who are also first-generation students that are also going through the same experience. The tends to be a stereotype that most first-generation students are low-income students or people of color, but it may not always be the case. When I was considering going abroad, I remember looking at the Hogs Abroad page on Instagram, to see if there were people like me who had gone abroad. However, I realized that a lot of the students who studied abroad were not people of color, and that did kind off intimidate me, but after speaking to the study abroad office advisor Megan Hull, she told me that it is possible that even though I did not see many people of color featured in the study abroad page, that it could be possible that many of those students were first-generation students, and therefore did have something in common with myself. Therefore, I think that a good way to encourage more first-generation students to study abroad is by focusing on changing the aesthetic of the Hogs Abroad

Instagram page and when they post pictures of students studying abroad, they should mention whether that student is first-generation. It could also be beneficial to once in a while feature first-generation students in the Hogs Abroad Instagram to target more first-generation students to go abroad. If first-generation students see other first-generation students going abroad, then it becomes easier to picture themselves also going abroad. The article “Supporting Pathways for First-Generation Students to Study Abroad,” mentions how “sharing images and stories of other first-generation students who studied abroad is a powerful outreach tool that helps students to visualize themselves as someone who can and should study abroad” (Mason & Garcia).<sup>xvi</sup>

As I mentioned above, studying abroad can be expensive and therefore cause first-generation students to wonder whether studying abroad is feasible for them due to how expensive it can be. However, many scholarships are available to help students. A scholarship that not many people are aware of is the Gilman Scholarship. As mentioned in the article “Educational Travel for First-Generation Students,” an existing resource is “the Gilman Scholarship, which serves a large variety of underrepresented students seeking study-abroad experiences. Students eligible for the scholarship include first-generation students as well as students of color, students with disabilities, students from community colleges, and more. The Gilman Scholarship recognizes the importance of cultural and global exposure, especially for students who do not usually have the opportunity or financial means to study abroad” (Dean & Kelley).<sup>xvii</sup> Also, this article mentions how the Trio program “includes scholarships for study-abroad opportunities, but the program also offers other grants to help students achieve the most in their educational journeys (Dean & Kelley).<sup>xviii</sup> Even though these programs exist to help first-generation students get the financial support that they may need to study abroad I think that the study abroad office should have a scholarship for only first-generation students. I also think that every college here at the University of Arkansas should also start a scholarship only for first-generation students wanting to study abroad. Having a scholarship designed just for first-generation students to apply if they want to go study abroad would help encourage them to follow their dreams since there will be a scholarship just for them, making their chances of getting a scholarship seem more attainable.

Studying abroad opens up many doors for students, especially first-generation students because it allows students to immerse themselves in a new culture, and experience new things that they would not have been able to. As mentioned in the article “Students’ motivations, perceived benefits, and constraints towards study abroad,” it states that based on their research “findings indicate studying abroad leads to a number of positive gains such as promoting students’ cultural and personal development by providing experiences that facilitate international awareness, cross-cultural communication skills, and self-confidence. One of the most significant multicultural experiences of studying abroad is the development of creative mindsets (Curtis & Ledgerwood).<sup>xix</sup> There are so many benefits of studying abroad hence why I think it is really important to get more first-generation students to go abroad and get to learn more about a different culture so that they can become more dependent. However, the only way to get more first-generation students to learn about studying abroad is simply by either tabling at a location where first-generation students tend to gather which on this campus would be either the Multicultural Center or the commuters lounge. Reaching out to the TRIO program and partnering with them to help spread the word about studying abroad will also help increase the number of students who study abroad. I think that it would be a great idea if the study abroad office partnered with TRIO and hosted an information session on studying abroad for only first-generation students.

Studying abroad for an entire semester broadened my perspective on the world and overall enhanced my personal growth. Studying abroad also made me more independent and made me realize that I can succeed on my own without having to rely on my family all the time. Looking back on my experience I can see how valuable it was for me to get the opportunity to go abroad and immerse myself in a new culture, where I did not speak the language. I know that this experience will enhance my career because it will show employers my level of independence, and adaptability, and how I have global awareness. My experience studying abroad is why I see the importance of getting more first-generation students to study abroad. The purpose of my thesis was to help more first-generation students realize that studying abroad is more than just a fun experience, it is a life-changing once-in-a-lifetime opportunity that will help one grow in our personal and professional life. Therefore, I decided to create a marketing proposal to go along with my paper and I created a trifold of my study abroad experience as a first-generation student.

As mentioned in the article “Supporting Pathways for First-Generation Students to Study Abroad,” mentions how “often first-generation students don’t realize that studying abroad is an option for them. Connecting students with peers who studied abroad can bring the discussion to a different level and help students understand how to make studying abroad possible for them” (Mason & Garcia).<sup>xx</sup> I strongly believed that me sharing my study abroad experience with other first-generation students and other students being able to picture themselves in my shoes then they would be more inclined to want to think of the possibility to go abroad. My goal for this project was to enhance first-generation awareness of study abroad programs as well as all the opportunities and resources that are available for them so that they understand that there is much more to studying abroad aside from the expense that comes with it. I did a tabling event at the multicultural center on February 3<sup>rd</sup>, 2023. The reason why I held a tabling event at the multicultural center is that I know that a lot of underrepresented classes gather there and therefore I knew that to attract first-generation students tabling that the multicultural center would be my best option. Also, the multicultural center was hosting its first Friday of the month and they were going to have free food, so I took advantage of this event and partnered with the multicultural center to ensure that there would be a great turnout of students stopping by.

For my marketing project, I had Megan Hull, an advisor of the Study Abroad office, come with me to help me spread the word about studying abroad and answer any questions I might not have been able to answer. On my table I had the trifold I had created with my experience of studying abroad for a semester in Italy, as well as all the different programs that were available to go study abroad, we also had all the different types of scholarships that were available, and we had a flyer about the Gilman Scholarship as well as study abroad stickers. For my project, I also created a four-question survey to analyze whether or not my tabling to spread the word about studying abroad to first-generation students was impactful. I had about fifteen people stop by my tabling event, and I was able to share my experience traveling abroad. Of those fifteen people that stopped by, eight of them filled out my survey since the rest of the people who stopped by were seniors. The questions that I asked were, are you a first-generation student, have you considered going abroad, did this tabling help you get more informed about studying abroad, and are you more likely to study abroad now? Out of the eight people who filled out the survey four of them were first-generation students and all of the eight people who filled out the survey said that they were more likely to study abroad now, after stopping by my table. Even though I did not get a lot of students to fill out the survey, I did have many very meaningful conversations with students who were first-generation students about getting them to think about studying

abroad. One of the conversations that I had was with three girls who were first-generation students and one of them asked me what the requirement was to study abroad, after this conversation I realized how important it is for us to have more resources on campus that help ensure that first-generation students understand that studying abroad is for everyone and that there is no requirement of who is allowed to go. Having the study abroad office more engaged with resources on campus that are designed to help first-generation students is a great start, as well as encouraging every academic advisor to bring it up at least once in their academic advising appointment with first-generation students the importance of studying abroad. Also, I had people check-in for my tabling and even write down their name, email, and year in college to keep track of attendance. Then I shared that information with the study abroad office so that they could follow up with those students who showed interest in studying abroad.

The article “Supporting Pathways for First-Generation Students to Study Abroad,” mentions how “first-generation college students represent a growing segment of the U.S. higher education population and a group consistently underrepresented in study abroad programming (Mason & Garcia).<sup>xxi</sup> Therefore, there is a need to encourage more first-generation students to study abroad. Studying abroad is a transformative experience for all students, but I believe that it is an especially incredible opportunity for first-generation students. Studying abroad allows first-generation students to venture outside their comfort zone and immerse themselves in a different culture and environment. Studying abroad as a first-generation student allows one to gain a new perspective on the world and develop invaluable lifelong skills such as independence, adaptability, and cross-cultural communication. Studying abroad can also help first-generation students build their confidence, expand their network, and enhance their academic and career opportunities. Hence why, it is crucial to provide the necessary resources and support for first-generation students to study abroad and seize these opportunities for their personal and professional growth. Increasing awareness for first-generation students to go abroad at the University of Arkansas is essential to provide every student with an equal opportunity to gain experience and get a better understanding of the global world.

After studying abroad for an entire semester, I can advocate and share my story of how impactful and important it is for first-generation students to experience going abroad and getting to expand their horizons. I also know that there are plenty of resources that can help first-generation students go abroad without having to worry about how they are going to fund this experience. Therefore, the study abroad office needs to partner with organizations like TRIO to help spread the word about studying abroad and the endless resources that are available to help fund studying abroad. However, I also think that it would be a great idea for there to be a study abroad program that is only designed for first-generation students, that way these students can get help before, during, and after their time abroad. I know that I would have enjoyed getting to travel abroad in a program that was exclusive for just first-generation students. I also think that having a scholarship that only first-generation students who are planning to study abroad can apply for would help increase the number of first-generation students that go abroad because there would at least be one scholarship that they could for sure count on receiving since not a lot of students could apply for. Not only does studying abroad provide many benefits to first-generation students but it also allows first-generation students to break down some of the barriers and stereotypes that come with being a first-generation student by promoting a cross-cultural understanding which can be a powerful way to positively change the world.

Studying abroad will allow first-generation students to become more independent and learn how to network with other people ultimately leading to the possibility to explore new career options. Before I went abroad, I would have never considered working overseas or working anywhere that is not close to my family. However, after my time spent abroad, I learned a lot about how the business world works overseas, specifically in Italy and I became very interested in learning more about being an expat. After my experience abroad I am more likely to consider looking for jobs outside of Northwest Arkansas and I would love to get the opportunity to work overseas someday. The reason studying abroad made me change my mind about wanting to explore career options outside of my comfort zone, which is close to home, is because I feel more independent and capable of adapting and overcoming any problem I encounter. I also feel more confident in my abilities to be able to succeed in a new culture because of my experience abroad.

## End Notes

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- <sup>vi</sup> Goldstein, Susan B., and Henry N. Lopez. 2021. "An Intersectional Investigation of Study Abroad Intent among Latino/a and White First-Generation College Students." *Frontiers: The Interdisciplinary Journal of Study Abroad* 33 (2): 1–16. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=eric&AN=EJ1308239&site=ehost-live&scope=site>.
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- <sup>viii</sup> Tamilla, Curtis, and John R. Ledgerwood. "Students' Motivations, Perceived Benefits and Constraints Towards Study Abroad and Other International Education Opportunities." *Journal of International Education in Business*, vol. 11, no. 1, 2018, pp. 63-78. *ProQuest*, <https://www.proquest.com/scholarly-journals/students-motivations-perceived-benefits/docview/2040569860/se-2>, doi: <https://doi.org/10.1108/JIEB-01-2017-0002>.

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- <sup>xi</sup> Tamilla, Curtis, and John R. Ledgerwood. "Students' Motivations, Perceived Benefits and Constraints Towards Study Abroad and Other International Education Opportunities." *Journal of International Education in Business*, vol. 11, no. 1, 2018, pp. 63-78. *ProQuest*, <https://www.proquest.com/scholarly-journals/students-motivations-perceived-benefits/docview/2040569860/se-2>, doi: <https://doi.org/10.1108/JIEB-01-2017-0002>.
- <sup>xii</sup> Dean, P., & Kelly, C. (2020). Educational Travel for First-Generation Students. *Teaching Sociology*, 48(4), 341–352. <https://doi.org/10.1177/0092055X20952826>
- <sup>xiii</sup> Dean, P., & Kelly, C. (2020). Educational Travel for First-Generation Students. *Teaching Sociology*, 48(4), 341–352. <https://doi.org/10.1177/0092055X20952826>
- <sup>xiv</sup> Mason, L., & Garcia, V. (2023, February 01). Supporting first-generation students to study abroad: IIE - The Power of International Education. Retrieved March 6, 2023, from <https://www.iie.org/publications/supporting-first-generation-students-to-study-abroad/>
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### Annotated Bibliography

Dean, P., & Kelly, C. (2020). Educational Travel for First-Generation Students. *Teaching Sociology*, 48(4), 341–352.  
<https://doi.org/10.1177/0092055X20952826>

This article talks about the challenges that first-generation and low-income students face in accessing and participating in study abroad programs. The article talks about an experiment that was conducted to assess these challenges in a short-term trip (10 days) to Denmark with first-generation students. The first-generation students this article considered were those who came from working-class backgrounds. This article also talks about what can institutions do to better assist first-generation students through the study abroad process. The website talked about the experiences that first-generation students who participated in the 10-day trip had. This article will be useful for my thesis research because I will be able to take on some of the recommendations of how institutions can do better to assist first-generation students to travel abroad and implement them in my marketing plan. This article will also help me point out what the benefits that other first-generation students have said about their experiences going abroad.

Goldstein, Susan B., and Henry N. Lopez. 2021. “An Intersectional Investigation of Study Abroad Intent among Latino/a and White First-Generation College Students.” *Frontiers: The Interdisciplinary Journal of Study Abroad* 33 (2): 1–16.  
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=eric&AN=EJ1308239&site=ehost-live&scope=site>.

This article is about a study conducted to determine why First-generation students don't go abroad. This study also defines first-generation students as; neither parents nor guardians obtaining a bachelor's degree. The article also talks about how most first-generation students are people of color, Latino/(a) compared to white people. The article distinguished obstacles between first-generation students going abroad versus continuing-generation students. This article also talks about a survey that was conducted to see what the likeliness of first-generation students was to go abroad. The study was to determine the intersecting roles of ethnicity and generational status in the intent to study abroad. The article focused on the intent to study abroad. This article is relevant to my research because it will help me get an understanding of why first-generation students are less likely to go abroad than students who aren't and this will help me deliver a marketing proposal to my study abroad office that will be beneficial to help attract more first-generation students to study abroad.

Jehangir, R. R. (2020). First Generation college students. In M. E. David, & M. J. Amey (Eds.), *The SAGE encyclopedia of higher education*. Sage UK. Credo Reference:  
[https://go.openathens.net/redirector/uark.edu?url=https%3A%2F%2Fsearch.credoreference.com%2Fcontent%2Fentry%2Fsageukhe%2Ffirst\\_generation\\_college\\_students%2F0%3FinstitutionId%3D5281](https://go.openathens.net/redirector/uark.edu?url=https%3A%2F%2Fsearch.credoreference.com%2Fcontent%2Fentry%2Fsageukhe%2Ffirst_generation_college_students%2F0%3FinstitutionId%3D5281)

This website describes the term first-generation students as well as talks about the differences between non-First-Generation students and first-generation students. This article also talks about how most First-Generation students tend to be people of color such as Black, Hispanic, and Native American and it talks about the challenges and obstacles that first generations students face such as facing income inequality. This article will help me with my research of establishing a marketing plan that will help attract more first-generation students if I am able to better target ways in which our university helps fund these programs since this article talks about how many First-generation students come from low-income and therefore studying abroad does not always seem feasible.

Mason, L., & Garcia, V. (2023, February 01). Supporting first-generation students to study abroad: IIE - The Power of International Education. Retrieved March 6, 2023, from <https://www.iie.org/publications/supporting-first-generation-students-to-study-abroad/>

This article mentions the experience of first-generation students through a unique perspective. It discusses the importance of raising awareness of global education opportunities; and how it is important to support first-generation students before, during, and after studying abroad. This paper also talks about the importance of programming, education, and scholarship staff working together to provide points of reference that can help fun opportunities for first-generation students. This paper also talks about the different scholarship opportunities that are available to first-gen students. It also talks about some of the barriers first-generation students encounter. This article will help me gather more research on the importance of why there should be a study abroad program specifically for first-generation students as well as ways that could successfully help attract first-generation students to want to study abroad.

Tamilla, Curtis, and John R. Ledgerwood. "Students' Motivations, Perceived Benefits and Constraints Towards Study Abroad and Other International Education Opportunities." *Journal of International Education in Business*, vol. 11, no. 1, 2018, pp. 63-78. *ProQuest*, <https://www.proquest.com/scholarly-journals/students-motivations-perceived-benefits/docview/2040569860/se-2>, doi: <https://doi.org/10.1108/JIEB-01-2017-0002>.

This article was about a survey that was conducted to determine what students' motivations were for studying abroad as well as the benefits they see, and the challenges that come with studying abroad. I will use this article to talk about why I think it is important for first-generation students to go abroad and what benefits they will receive.

Hull, Megan M, et al. "1st Meeting with the Study Abroad Office to Discuss My Thesis Idea." 21 Nov. 2022.

Narvaez, Marina. "1st Time Reaching out to Get Help Starting My Research for My Thesis." 26 Oct. 2022.

Narvaez, Marina. "Meeting with Honors Librarian to Talk More about What Type of Research I Needed for My Thesis." 2 Nov. 2022.

Smith, Adrain. "Met with Multicultural Center to Discuss When I Could Table for My Thesis Project." 30 Nov. 2022.

**Data gathered from Study Abroad Office  
Academic Year 2022-2023**

Row Labels	Count of Who in your immediate family has completed an associate or bachelor degree?
Both Parents	667
Father	71
Mother	108
Neither have completed a college degree (blank)	118
<b>Grand Total</b>	<b>964</b>

Row Labels	Count of Are you currently eligible for and/or receiving a Federal Pell Grant?
NO	823
YES	142
(blank)	
<b>Grand Total</b>	<b>965</b>

Row Labels	Count of What is the primary college of your major(s)?
College of Education and Health Professions	82
College of Engineering	58
Dale Bumpers College of Agricultural, Food and Life Sciences	49
Fay Jones School of Architecture	187
J. William Fulbright College of Arts and Sciences	264
Sam M. Walton College of Business	321
School of Law	4
(blank)	
<b>Grand Total</b>	<b>965</b>

Row Labels	Count of Enrolled in the Honors College?
NO	600
YES	365
(blank)	
<b>Grand Total</b>	<b>965</b>

### **Survey for Tabling Event**

1. Are you a first-generation student?
  - Yes
  - No
  - Maybe
2. Have you considered going abroad?
  - Yes
  - No
  - Maybe
3. Did this tabling help you get more informed about studying abroad?
  - Yes
  - No
  - Maybe
4. Are you more likely to study abroad now?
  - Yes
  - No
  - Maybe

Picture of me tabling

