Student Success for First Generation Students

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Overview

• Research shows that the educational experiences and needs of First Generation Students are unique.

• Providing supports targeted at these students will improve student success and increase retention.

Session goals

- Review what is happening & lessons learned
- Establish a common understanding of FG student success
- Collaborate World Cafe
 - Share best practices & lessons learned
 - Discuss FG student success
 - Look at assessment of FG student success
 - Plan for next steps

What's happening

United States

Western Canada

Eastern Canada

Ontario

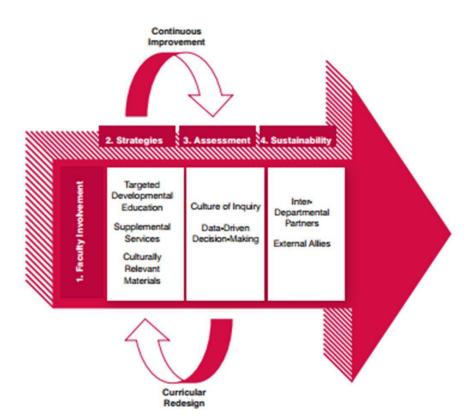
United States

- Federal TRIO programs
- Pell Grant Programs
- Lumina Foundation
- Walmart Minority Student Success Initiative
- "Difference-education intervention"
- <u>I'm the first</u> online community & book
- First Generation Documentary

United States

<u>Institute for Higher Education Policy (IHEP) Report</u> <u>Supporting FG College Students Through</u> <u>Classroom-Based Practices</u>

Relationship of the Four Key Stages of Successful Classroom-Based Strategies



FACULTY AS KEY ALLIES

STRATEGY

Identifying existing or new opportu-

nities for faculty to work collabora-

Engaging faculty in disciplines and departments where first-generation

students traditionally struggle.

to student success.

first-generation students.	Scholarly and collaborative faculty learning communities.	Greater cohesion around student success goals and learning outcomes.
Formalizing and reinforcing changes to faculty roles as related	Explicit language to support first- generation students in faculty position	Clearer expectations of faculty roles inside and outside of the classroom.

descriptions.

courses.

Required professional

development sessions.

 Allow faculty in specific departments · Greater faculty ownership of creating a determine the types of academic and more engaging classroom environment. social supports needed.

· Formal recognition as part of perfor-

mance evaluations and incentives.

Identify high-enrollment, high-failure

HOW

RESULT

Unique inter- and intradisciplinary

Stronger interest and ownership in

Stronger student performance and

participating in first-generation student-

related success initiatives and programs.

exchanges.

pass rates.

CURRICULAR AND PEDAGOGICAL REDESIGN

Redesigning developmental and/or general education as a means to advance first-generation students to discipline-specific courses.	 Introduce high-impact practices into developmental/general education delivery. Consider new tools and assessment measures to refine student placement and intake. 	 Renewed and/or reformed approaches to the delivery of remedial and general education. Stronger student performance and pass rates.
Embedding supplemental services such as instructors and peer tutors.	Train peer learning facilitators/instructors to serve as additional classroom mentors.	Stronger student pass rates.Stronger faculty-student relationships.

Embed supplemental instruction in

HOW

specific high-failure courses. Introducing and including culturally Integrate specific cultural characteristics relevant material into classroom from the local community and students. practices.

STRATEGY

 More inclusive and attuned classroom practices to engage students. Establish forums for cultural exchanges More engaging and applied curriculum.

RESULT

A more accountable and engaging

classroom environment.

and awareness.

EVIDENCE-BASED SOLUTIONS AND HOLISTIC APPROACHES TO SUCCESS

STRATEGY	HOW	RESULT
Identifying the number of first- generation students as a means to corroborate institutional efforts.	Create methods via admissions and orientation to ascertain specific number of first-generation students upon enrollment.	More targeted approach to the types of first-generation students.
Using qualitative and quantitative approaches to understanding and supporting first-generation students.	 Use national and institutional-created data sets to track student outcomes. Use interviews and focus groups to enhance anecdotal understanding. 	Stronger programmatic design and institutionalization efforts.
Utilizing traditional research modeling and design to track effective practices and first-generation students progression.	Use mixed-method approaches and comparisons to other student groups.	Stronger analysis and evidence of what works.
Thinking beyond standard measures of success.	Examine nonstandard measures of student learning (noncognitive, self-regulation, etc.).	More holistic approach to engagement and learning.
		(IHEP, 2012)

BUILDING PARTNERSHIPS AND EXTERNAL ALLIES TO HIGHLIGHT STUDENT SUCCESS				
STRATEGY	HOW	RESULT		
Institutionalizing the recognition of first-generation student success on campus.	 Public and institutional presence centered on the needs of first-gener- ation students (Web-based, mission statement, etc.). 	Broad recognition and acceptance of first-generation students, internal and externally.		
Establishing classroom activities that relate to the larger community.	Classroom and learning themes related to community or global issues.	 More applied student learning and understanding of material. New and stronger connections with 		

community organizations. Disseminating program highlights Participating in campus meetings and Stronger external acknowledgment on and beyond the campus. presenting at national educationof project work and support. related conferences to garner interest More peer institution connections among peer institutions. and exchanges that build on project capacity and scalability. · Conducting interviews with media outlets to disseminate project results to broader audience.

Western Canada

Focus seems to be on Aboriginal & International Student Success

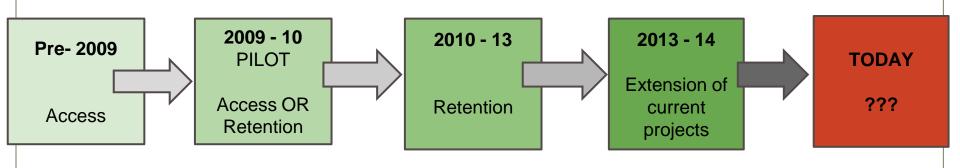
Eastern Canada

No specific programs geared towards First Generation students.

General student services support recommended.

Ontario

Ministry of Training Colleges & Universities





Retention focused



Holistic

2009 - 10 PILOT

PURPOSE

To identify FGS, develop and deliver tailored supports

GOAL

To increase student success & retention

Two parts

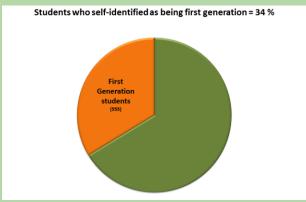
Student Academic Learning Services

- Developed 5 online modules
- Lab improvements
- Extended supports

Student Life

- E-mentoring
- FG focused events
- Success Matters Workshop Series
- Print & web resources

Developed Student Identification Survey



Developed a better understanding of our FG students



2010 - 13

Student feedback



Continued to build onto existing programming & lessons learned

PERIOD OF EXPANSION

We tried new things...

Expanded & customized supports and services

- Expanded E-mentoring program
- Expanded Student Identification Survey
- Customized messages
- Launched ONE-STOP FG microsite
- Expanded services to Whitby campus
- Peer mentoring
- Summer contact program
- Piloted Supplemental Instruction program
- Student Health 101
- Expanded and adapted programming for non-traditional starts
- FG Student Club
- Celebrations & recognition
- DC Connect Course
- Exam Preparation Centre

2013 - 14

Scaled back

- Peer mentoring
- Upper-year parent and family calendar
- Student Health 101
- FG Student Club
- Workshops

Focused on

- E-mentoring program
- Customized messages
- Expanded services to Whitby campus & Pickering Learning Site
- Focused on drop-in sessions
- Connecting students with campus
- Stress & wellness

Lessons learned

- A third of students are FG
- Great group to pilot initiatives with
- Needs to be holistic
- Intrusive and persistent
- Provide opportunities for feedback
- Collaboration campus partnerships are important
- Programming needs to be consistent & continuous

FG Students want:

- Academic excellence
- Access to information 24/7
- Just-in time information
- Financial support
- Information
- To fully participate in college life

FG Students appreciate

- Appreciate the interventionist approach because they don't often realize what they need
- Flexibility
- Opportunity for personal engagement
- Being asked to contribute

HIGHLIGHTS OF RESULTS

2010 - 13

- Supported over 5,000 FG students
- 72.6% success rate (graduated and retained)

2013 - 14

E-mentoring replies back

- August = 161
- September = 351

September to December - Student Academic Learning Services helped **615** FG students

Student testimonials

"First Generation is a truly inspiring program and I feel much less stressed knowing and understand the supports I need are in place."

"If it was not for the FG program I would not have been able to get through the school year."

"I really enjoyed the FG Orientation. It was very helpful."

"I like that there is someone there to answer my questions."

""When I first started two years ago, I was terrified. I'm a mature student and a single parent. I was assailed with fear over not being able to study hard, keep up with the 'young ones' and didn't know if I was really doing the right thing."

University of Toronto Mississauga

- genONE program introduced in 2011
- Peer-based approach
- Supplemental Instruction
- Seminars, Peer-Assisted Study Sessions (PASS),
 Capstone Projects

genONE Peer Assisted Study Sessions





Seminars

genONE Weekly S

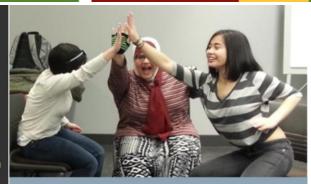






"The Peer Academic Leaders (PALs) were great supportive and helpful role models...and the amazing people I got to meet added to the experience"

- genONE Participant



"The genONE seminars helped reduce much of the anxiety I felt about not knowing much about the university responsibilities and expectations"

- genONE Participant

10 PALS (PEER ACADEMIC LEADERS) supporting first-generation first-year students

SEMINARS

number of seminars by focus area

students must attend

seminars to complete the genONE program DID YOU KNOW... every fall semester

seminars are conducted

PEER ASSISTED STUDY SESSIONS & CAPSTONE PROJECTS

DID YOU KNOW..

Capstone Projects allow students to apply their learning outside the classroom by designing their own 'field trip' in partnership with facultu and professors

genONE-registered students are, on average,

to persist through future years of study than other first-generation students

DID YOU KNOW...

than those who did not

students who actively participated in genONE, on average, achieve almost

of students involved recommend genONE to their peers



students feel

writing university level tests and exams after completing genONE

First Generation Student Success

How is it defined?



First Generation Student Success

Whose definition are we using?

FG students

Institution

Government

Society

First Generation Student Success

How are FG students defining it?



"Success is subjective. One can measure success by any extrinsic factor that carries a number, such as a grade. For me this can be misleading, because it also measures how well one memorized the material. The question is how well did they learn and understood the material? Success is when the principles of the content studied can be carried with confidence into a debate or a conversation. This is where I have succeeded. I am very proud for graduating this year. As a mature student who has been out of a formal learning environment for a very long time, this was my challenge; coping with its structure, culture and a variety of ages. I have survived, and I can incorporate the material I've learned into my daily life."

"Learning from subject experts who care about my success and are willing to offer assistance outside of the class rooms"

"Success to me in terms of my studies is being proud of the marks and accomplishments I had during the semester. Reaching a personal best, learning something new."

"Every day is an opportunity to strive for success and to be your best. We look forward to the day, to perform our best from academically, to aspirations, and in our personal lives as well. Being determined and having a positive attitude will enhance your ability to reach for the ladder of success and influence your decisions to reach your academic and personal potentials." Durham College FG Student

"Two years sounds like a long time, but time flew by. In the beginning of the program, my goal was to graduate from the Register Practice Nursing program and find a job, and this was my perspective of success at that time. However, through this two year learning process, my viewpoint of success has changed to a different meaning. Success does not have to be a big achievement, and it not limited to graduation and career as well. It means change. As a first generation, when I wanted change my life by going back to school, that is a success in itself; while in the school, I changed in a positive way because I was becoming more knowledgeable by the learning process, that is also a success; by learning with a variety of students, I changed my attitude into a more positive one towards different values and cultures, that is a success; through this two years education, I changed my perspective about life and it has become more meaningful, this is a success. I think that achievement is built up by these changes step by step."

"Schedules that work around my life"

"Access to assistance, whether that be academically, medically, mentally or professionally"

"To finish all assignments and submit them on time. And for my Co-op placement, to be there on time and to be kind and professional. To study hard and get good marks on my test."

What research is saying...

"Effective institutional initiatives that support firstgeneration success tend to include a series of strategies - including academic and social support structures as well as effective classroom practices that support a more blended academic and social environment" (IHEP, 2012)

What research is saying...

"...differences between FGSs and non-FGSs become blurred over time."

"...extracurricular experiences are more significant for FGSs."

(Auclair et al., 2008)

What research is saying...

"ongoing academic and social supports before and after enrollment are integral to first-generation student success" (IHEP, 2012)

World Cafe

Explore questions

Collaborate

Connect diverse perspectives

Listen & look for patterns

Share



How do you define student success?

Does student success differ depending on the constituency of students? (FG, international, aboriginal, ec.)

How do you measure student success?

What student success initiatives does your institution offer?

- Understand why they are at university
- Lessons learned to apply to employment or career
- Practical and emotional
- Do they learn learning outcomes?
- Do they feel good about that they are learning?
- Students should be able to articulate their learning
- Self-directed and autonomous
- Tracking learning outcomes, embedded learning outcomes in curriculum E-portfolio
- Reflective portfolio assessment comparing first year to final year.
- Obstacles to success differ, but success itself does not differ.

- Scholarship students define success based on marks
- Graduation in shorter amount of time
- Pushing to succeed students standards
- Walk through front door
- Being able to be funded
- Provide for families
- Open Access finishing one class, upgrade skills for current career, obtain credential.
- Consider students' goal for being there
- Made it to university
- Lasted a whole term
- Measurement of Student Success
- Qualitative data on persistence
- Stories
- Go to grad school
- Grad rates, retention rates
- NESSE data

- Ask students about what is success?
- Happy to be there
- Want to adjust and make friends
- Orientation
- TAP program (Transition Advising Program)
- Student and Community Engagement
- Research defines student success based on GPA
- Graduating without debt The Debt-Free Grad
- Alex Escher Instead of tax credits put the money up front in grants/scholarships
- Graduation rates, employment rates,
- Key performance indicators
- Launching to other programs after a foundation
- Fulfilling whatever the student is looking for
- Matching desired outcome to what students look for
- Inter-provincial mobility rates
- Lack of national student clearing house

- Early warning system
- Student engagement
- Multi-dimensional
- NESSE predictor of future student success
- Student satisfaction
- Graduate satisfaction
- Completion rates within 7 years uni, 4 years, college
- Government mandated rates
- Employment rates 6-12 months after graduation
- Employment rate within field of study
- Student success is all different based on each different or segment group.
- Getting involved in community
- Campus engagement
- Student experience enjoyed your time at university/college
- Word of mouth after students leave.
- Skills obtained
- Mentoring programs coordinate with student services

Career advising program for FGS

- 1) How do you define student success?
- retention, completion, and Alumni engagement rates
- Satisfaction with program experiences
- Career clarity
- Employment 2-5 years post graduation
- Student persistence
- The student taking the academic/career pathway that is best for them
- Sense of belonging
- Achieving non-academic goals
- Getting off of academic probation
- Engagement with experiential learning experiences

Important points:

- Drop out rate may not necessarily mean failure
- Retention rates may not reflect the best interest of the student
- Looking at student mobility as a measure of success

- 2) Does student success differ depending on constituency?
- Yes, because every student may have different expectations and obstacles that they must overcome.
- 3) How do you measure student success?
- Follow up survey
- Somehow being able to track students throughout Canada

Best Practices & Lessons Learned

What best/effective practices does your institution employ to support first year students?

What best/effective practices does your institution employ to support upper year students?

What lessons has your campus learned from past student success programs and initiatives?

Best Practices & Lessons Learned

- Summer Orientation day retention rates improved by Flemming
- Reaching out early/mentoring/relationship building
- Build community early
- Conscious of student feedback, what came improve or change?
- Opportunities in social experiences
- Insider info (shopping around for profs)
- Sense of developmental identity
- Take away negative buzz words and categorizations
- Recognizable coordinator
- Open door policy
- Peer mentoring, tutoring, student employment
- Institutional buy-in for sustainability
- Faculty buy-in for programming
- Co-curricular activities focused on FGEN

How can you apply the lessons learned from past programs and initiatives to support future student populations?

What impact do government funded initiatives have on the greater campus and higher education in Canada?

What does today's climate tell us about tomorrow's student? Who will be coming to campus in the next 5, 10, 15 years?

How can you apply the lessons learned from past programs and initiatives to support future student populations?

- if you measure and assess, then you can adjust; without measuring, we will only be guessing at how to adjust programs to meet future student needs; create a bigger emphasis on assessment
- we cannot afford to simply do the same things every year
- connections with students at a young stage (gr. 1 if possible) can yield information for the future when those students arrive on campus
- you could bring high school students to campus
- process of building assessment can be very slow and unsupported in the institution
- might be good if assessment was mandated through some sort of accountability (through government?)
- there is a need to talk with the students to find out how they feel about programming
- peer to peer programming may be the wave of the future in terms of greatest impact on helping first gen. students
- may need to focus less on reinventing the wheel on programming; basic pieces may be in place and just need adjustment

1) Past initiatives

- Relationship building: being consistent with staff: transition to new facilitators led to breakdown of program- had built relationship and trust and when new people came in it fell apart
- Being conscious of targeted group: the peer should be a mature student to mentor mature student groups and Aboriginal to work with Aboriginal student groups, shared experience so important
- Always be open and evolving with where the new group is at: response to students' identified needs (social, academic) flexibility
- Targeted group organization- transfer students for example don't want a "first-year" orientation, they want a special
- Making sure university knows what you do and doesn't try to reinvent wheel or you have referrals and growth as people learn those services are possible, how to communicate effectively
- Trying to get people to meet academic advisors (bagel breakfasts with groups of students), informal group meetings
- Debriefing and carrying lessons forward: recording because things can be lost over time so retaining a record of what's been tried
- What is at stake focusing on what is important- if crucial, find a way to imbed it
- Building in evaluation is critical so that you can reflect on how successful
- Important to engage campus community and integrate faculty as well as staff, as well as wider community at times, including alumni

How can you apply the lessons learned from past programs and initiatives to support future student populations?

- · Create a sense of community.
- Leverage technology to assist with pairing students with their resources
- Being flexible in the offering of support (challenging with regards to how post-secondary institutions are funded)
- Needs to be more communication as early as possible to assist with program planning
- Improve the utilization of websites and online resources (e-mentoring, online chat)
- Recruitment people need to be made aware of programs for
- High school guidance counselors and parents as allies
- · When possible and as appropriate, engage the community not just the individual
- Peer based relationships
- Get away from special programming for special populations (all supports are good for all students: mentoring, 1-1 advising, tutoring) and avoid unnecessary identifiers
- we are all doing good work so we should learn more of what one another is doing and provide a collaborative: community of learning
- if you offer a really good first year experience program, they need to know their own demographic, and therefor be able to be aware of changes

2) Government funded initiatives

- In Ontario MTCU soft funding: sustainability is a big issue: difficult to do planning
- Government of ON funded FG initiatives which is why you find so many in ON and not elsewhere these programs exist because the funding does data will be important to carry the program on but assessment is designed for reporting to government rather than geared to institutional needs (colleges, vs universities) and definitions such as "at-risk" that vary by place, institution, no framework
- vulnerability of programs (Aboriginal recruitment positions for example funded by MTCU) have established relationships what happens if/when funding dries up- institutions are stretched
- energy into building partnerships and relationships vulnerable to funding availability
- need long view, need to find a way to embed critical initiatives embedded in key values of student success/access/retention/growth
- if it is important: must find a way to embed it, funding shouldn't drive institutional values if institution commits it should follow through with commitments it initiates
- need to be cautious not to set people's expectations that these things will always be valued and sustained if they won't institution needs to be conscious not to make promises it cannot fulfill

- 2. What impact do government funding initiatives have on the greater campus and higher education in Canada?
- Has had a great impact as it has provided great impetus for creating new programs
- Started basic programming which as evolved into a variety of other ways to meet needs
- Set in the context of budget reductions, may create tensions or conflict
- If these funding initiatives go away (i.e. as one time funding), how do the programming and 1st gen students see similar support
- funding may need to be focused on specific groups
- impact can be that institutions chase the money without knowing why, without a connection to the higher goals and strategies of the institution
- focus of individual institutions on developing learning outcomes and graduate outcomes could become a way to leverage gov't funding

- What impact do government funded initiatives have on the greater campus and higher education in Canada?
 - Because the government funding is not guaranteed, it's difficult to plan accordingly. Inconsistent. Governments
 are our friends, but sometimes friends can be challenging to work with and can get in the way even if they have
 good intentions.
 - o FG bursaries would be helpful
 - No specific programs for FG outside of Ontario
- What does today's climate tell us about tomorrow's student? Who will be coming to campus in the next 5, 10, 15 years?
 - Increase in Aboriginal FG learners
 - o Increase in newcomer FG learners
 - o Increase in online learning: therefor creating a sense of community will be difficult
 - More tendency for students to be 'recycled'/returners

3) Future students

- fewer direct from high school students
- balance between domestic and international
- potential growth in mature and non-traditional student groups
- possible decline in FG as more become involved in PSE
- blended delivery & classrooms technology (online courses, technology in classroom) and traditional practices
- looking at holistic needs balance social, academic supports

- 3. What does today's climate tell us about tomorrow's student? Who will be coming to campus in the next 5, 10, 15 years?
- tomorrow's student is underprepared
- we may see more and more students wait to go to PSE
- may not want the same kind of in-class experience; more collaborative learning environment
- we may see some kinds of institutions become more prominent if the traditional types do not change
- economy and funding landscape will have an impact on accessibility to higher ed.
- Greater emphasis on aboriginal learning as this group is the fastest growing demographic at the elementary level in Canada
- institutions have a lot of work to do to be prepared for specific groups and their needs (e.g. Aboriginals)
- indigenous student population may have increased and be much more successful
- increasing aboriginal, international, new immigrant, disability populations
- increasing students with mental health concerns
- increase in mature students

How do your programs and initiatives align with research/competencies?

How do you measure the short term and long term impact of your programs and initiatives?

How does data reporting help or hinder your programs and initiatives?

How do your programs and initatives align with research competencies?

- ▼ lack of data to do an assessment of FG indigenous population
 - o Tool
 - Pre
 - Disclosure
 - o sources of data

How do you measure impact?

- Tracking individual student interaction with unit/department
 - o GPAs vs. relationships
 - what other services do they interact with
 - Windsor
 - tracking of GPA and persistence (semester) of FG student who opt in vs. those who don't
 - Program Review (peer to peer)
 - satisfaction, experience and impact

- Ryerson
 - Report on academic standing
 - mentors and mentees
- Monthly Reporting
- Evaluation is a weak point
 - o is this a program that we should continue funding
 - Assessment culture higher in the US
- Windsor Faculty required outcomes on syllabi
 - Accreditation in US drives support
- **x** Formative and Summative assessment
 - evaluation vs. assessment
- × Peer to Peer
 - o how do we ensure impact
 - anecdotal
 - not research
- Little staff support for assessment/research

- Early Intervention programming at WLU and Loyalist
 - Loyalist
 - faculty fill out forms to suggest students who need support at 4, 7 and 11 weeks
 - Student Success Centre reaches out
 - o At WLU
 - proactive advising
 - early identification with grade reports
 - students brought into advising if they are at risk of going on probation
 - hyper-focusing supports of university on students who are showing
 - done by careers as well
 - Early Alert system
 - can be done by any staff member
- Measured by individual student (works for front line staff)

- How does data report help or hinder?
 - Data should help us initiate new opportunities
 - data collection vs. research design
 - Not doing enough Data collecting and reporting
 - o in some ways data overload but not enough analysis
 - there are gaps in the data
 - and integrity of the data
 - sensitivity about how data has been used and how it is being used
 - how do we get specific to support targeted data
 - × who owns the data?
 - o office of institutional research
 - having the right people in the room
 - × Demands from the government
 - what is data being used for
 - × What to interpret, what does it mean

Information Sharing

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