


A WALK IN THEIR SHOES: TEACHING FOR STUDENT SUCCESS

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WHAT IS OUR ENVIRONMENT PROVIDING FOR STUDENTS?

- "...today's campuses bring together people from groups that have had, and continue to have, profoundly different experiences in society."
- "identity predicaments...destabilize trust in universities — trust in their fairness, their true conviction about the potential of all students, and their support for the development of all."
- "Do people have a negative view of my group? What do the pictures on the wall tell me? Am I in the right field? Will people believe in my potential? Such questions tend to destabilize trust, and destabilized trust spreads like spilled milk to many corners of campus life."
- "Trust-building is a game played largely on the ground. It's who shows up, listens, shows interest and optimism about one's potential, and helps out with a clear path forward that matters, that gets trusted."


Why Are Campuses So Tense? By Claude Steele
(<https://www.chronicle.com/interactives/20191126-Steele>)



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A QUESTION TO CONSIDER


How much do we ***really*** think about ***our*** students when we design our classes?



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WHAT DO WE KNOW ABOUT FIRST GEN STUDENTS?

- 1/3 of ISU students are
 - transfer students
 - Pell eligible (EFC of \$5,140 or less)
 - from underrepresented groups
 - first-generation (i.e., first-gen)
- 25% first-gen students leave after the first year
- Nationally 11% of low income, first-gen students graduate within 6 years



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THE GATEWAY COURSE COMPLETION LINE

Table 2
Rates of D, F, W and I Grades for Gateway Courses by First-Generation and Pell Status

A. Course	B. Number of Institutions	C. No. of Students Across the Courses	D. Average DFWI Rate	E. First-Gen. DFWI Rate	F. Non-First-Gen. American DFWI Rate	G. Pell 125% Rate	H. Non-Pell DFWI Rate
Principles of Accounting	32	17,538	30.2%	31.4%	30.3%	31.9%	27.3%
General Biology	33	24,636	29.8%	34.1%	29.0%	34.1%	28.8%
General Chemistry	31	30,987	29.4%	32.8%	26.9%	32.4%	28.3%
English Composition	34	96,258	22.8%	24.5%	21.3%	23.3%	20.2%
History (U.S. Survey)	32	27,666	25.1%	26.1%	22.4%	28.5%	22.7%
Math - Algebra	34	55,335	34.5%	38.7%	31.5%	38.0%	31.7%
Math - Calculus	32	13,253	34.3%	36.9%	33.4%	37.5%	29.9%
General Psychology	34	91,108	25.4%	28.2%	23.0%	28.9%	23.6%

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Pre-Conference Workshop | Ohio Undergraduate Education: Inspiring Practices for Student Success Conference
Gardner Institute



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WHAT DO WE KNOW ABOUT FIRST GEN STUDENTS?

- The hidden curriculum
 - Processes & language associated with higher education

Syllabus Catalog Course finder
Department

FAFSA Prerequisite
Liberal arts
Registrar Course sequence
Semester Credit hours
UCollege



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WHAT DO WE KNOW ABOUT FIRST-GEN STUDENTS?

- Student use each other (and online technologies) to study.
- Students use things like Quizlet as resources while we look at them as a detriment to learning.
- Less likely to report aspirations to pursue an advanced degree, those who do credit the influence of professors and advisors



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WHAT DO WE KNOW ABOUT FIRST-GEN STUDENTS?

- May struggle to communicate with their family about their new culture – code switching
- Feelings of isolation... everyone else knows what to do
- More likely to major in public service-oriented careers



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8

WHAT DO WE KNOW ABOUT FIRST-GEN STUDENTS?

They are resilient, courageous, determined




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9

WHAT DO OUR STUDENTS EXPERIENCE?

"I've never been a stranger to poverty, it has become a familiar and common thing in my life. I have been restricted of a lot of opportunities due to my financial struggles and I was afraid it would also get in the way of my education as well. With this type of aid, I can stop raking my brain about how or where I was going to get the money from. Every day, I lived in fear and panic and the more I thought about it, the more I would drift apart from my schoolwork. I became terrified for my future and saddened that all my efforts toward life would be for nothing. Now not having that fear, I have been given a chance to prove myself to be greatly educated. This small act of benignity changed my future because I was ready to give up after this semester."

– 2019 Persistence Funds recipient




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10

WHAT DO OUR STUDENTS EXPERIENCE?

Nearing the end of my first year at ISU it seemed like I had already hit a dead end with my college career. Not being able to sign up for classes was causing me a lot stress on top of the stress from finals. I was starting to consider taking a break or even dropping out. Then Mrs. Lawless reached out to me about the award, once we met and she told me that I would be able to sign up for classes – I felt great. I was able to focus on studying for finals, which I rocked, and then I was able to spend the summer saving money for my upcoming semester. This award has helped me stay in the game and even get ahead. I am looking forward to next year and the year after that, but that might not have been possible without the award, so thanks."

– 2019 Persistence Funds recipient




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PONDERING THE IMPLICATIONS

What challenges do first generation students experience?



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LISTEN, THINK, WRITE

What can faculty do to help our first-generation students succeed?




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WHAT CAN FACULTY DO?

- Faculty are THE key to student success
 - Sense of belonging, mentor, faculty relationships
- Consider the cost of textbooks & access codes
 - Required vs suggested; late adds; course packets; reserve copies
 - Stigma of not using a book
- Understand first-gen students
 - Hidden curriculum
 - Nudges – resources, tips after first assignment/exam
 - Lack of food, housing, transportation




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WHAT CAN FACULTY DO?

- Critical review of the curriculum & time to degree
 - Bottlenecks, gateway courses
 - DFW rates
 - Unnecessary pre-reqs
- Generate ideas to enhance student belonging
 - Major clubs, leadership ops, social events, service learning



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WHAT CAN FACULTY DO?

- Use & update ReggieNet for grades
- Stop telling students... X # will fail this class, don't care if you pass or fail
- Encourage the use of resources on campus... tutoring, office hours, Health Services, campus rec.
- Add a mini-midterm... a low stakes feel for exams.




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WHAT CAN FACULTY DO?

- Providing study guides reduces the gap between those who come from excellent high schools and those who don't.
- Encourage students to form study groups
- Build in activities to help students get to know each other early in the class

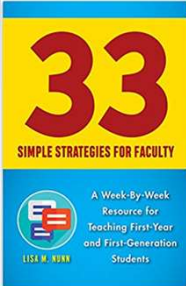



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WHAT CAN FACULTY DO?

- Complete early grade reports
- Make retention and student success a faculty wide responsibility.

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WHAT'S ON YOUR LIST?

What can faculty do to help our first-generation students succeed?



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19

QUESTIONS?

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20

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21