



Data Dive:

What Covid Context Tells Us about the First-Generation Student Experience

A facilitate panel discussion on data across institutional levels



Recognition of Land, Time, & Place

["Beyond the Land Acknowledgement: College "Land Back" or Free Tuition for Native Students By Megan RedShirt Shaw](#)

In addition to land acknowledgments, institutions should also either

"1. Return the land" to the local Native Nations the land was taken from or

"2. Native Students should attend higher education on their traditional homelands for free".



Covid Aggravates Existing Inequality

Racial Equity in Funding for Higher Ed

Since the last recession, the U.S. has made little progress on the funding gap for colleges that serve disproportionate shares of students of color. That gap may widen as the country heads into another recession.

By Kery Murakami // October 29, 2020



COURTESY OF THE COLLEGE OF SOUTHERN MARYLAND

Student services team at the College of Southern Maryland holds a drive-through food distribution event at its Hughesville campus for students struggling financially and experiencing food insecurity during the pandemic.

No Home, No Wi-Fi: Pandemic Adds to Strain on Poor College Students

Some low-income students have dropped out, and there are growing concerns about hunger and homelessness.



Michelle Macario, a community college student in Los Angeles, watched a friend's dog in exchange for a place to stay for a week. Christian Monterrosa for The New York Times



Dear Rashne,

With this pandemic happening, the past month has been a roller coaster of emotions for me and family.

My grandfather on my dad's side passed and we could not attend his funeral in Michigan. There has been a spike of hate crimes against Asian people which makes my parents scared when we go grocery shopping, and our income has been cut in half because of the leave without pay for work. Besides all the negative, I have been slowly getting myself back together and got into a routine that works for me.

Agenda

- Welcome and Opening
- Panel Discussion
 - Institutional Data: Dr. Peter Radcliffe
 - Collegiate Data: Dr. Nicola Alexander & Nicole Shopbell
 - Programmatic Data: Sarah Ihrig
- Small group breakout discussions
- Q & A with panel
- Closing

ZOOM PROTOCOL/REMINDERS:

This session will be recorded
Mute microphone during panel discussion
Use the chat to ask questions

Panelists

Institutional



Peter Radcliffe

Director of Undergraduate Analytics
Office of Undergraduate Education,
Institutional Analysis

Collegiate



Nicola Alexander

Professor and Interim Associate Dean
Department of Organizational Leadership,
Policy, and Development
College of Education and Human Development



Nicole Shopbell

Director of Undergraduate Education
College of Education and Human
Development

Programmatic



Sarah Ihrig

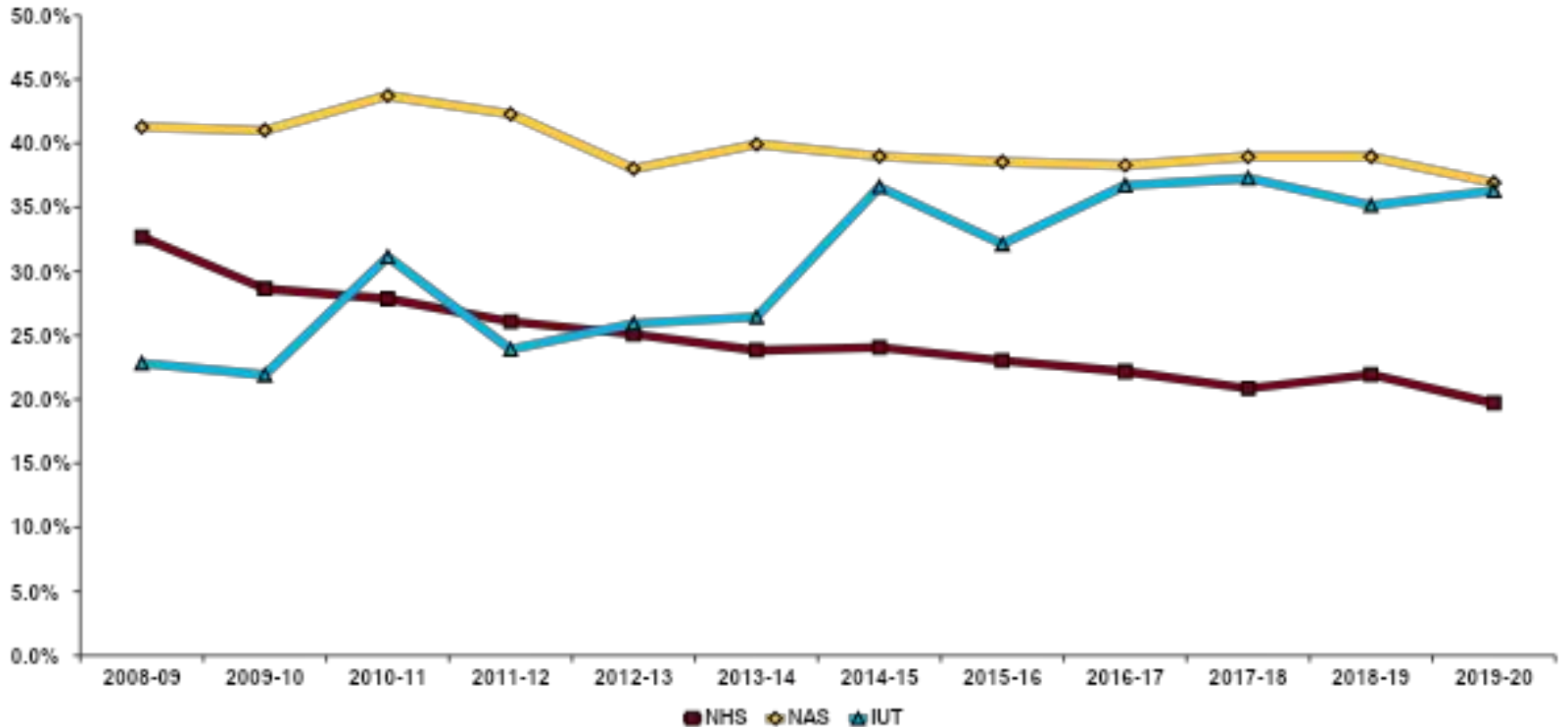
Assistant Director of the Transfer
Student Experience
Office of Undergraduate Education

Institutional Data

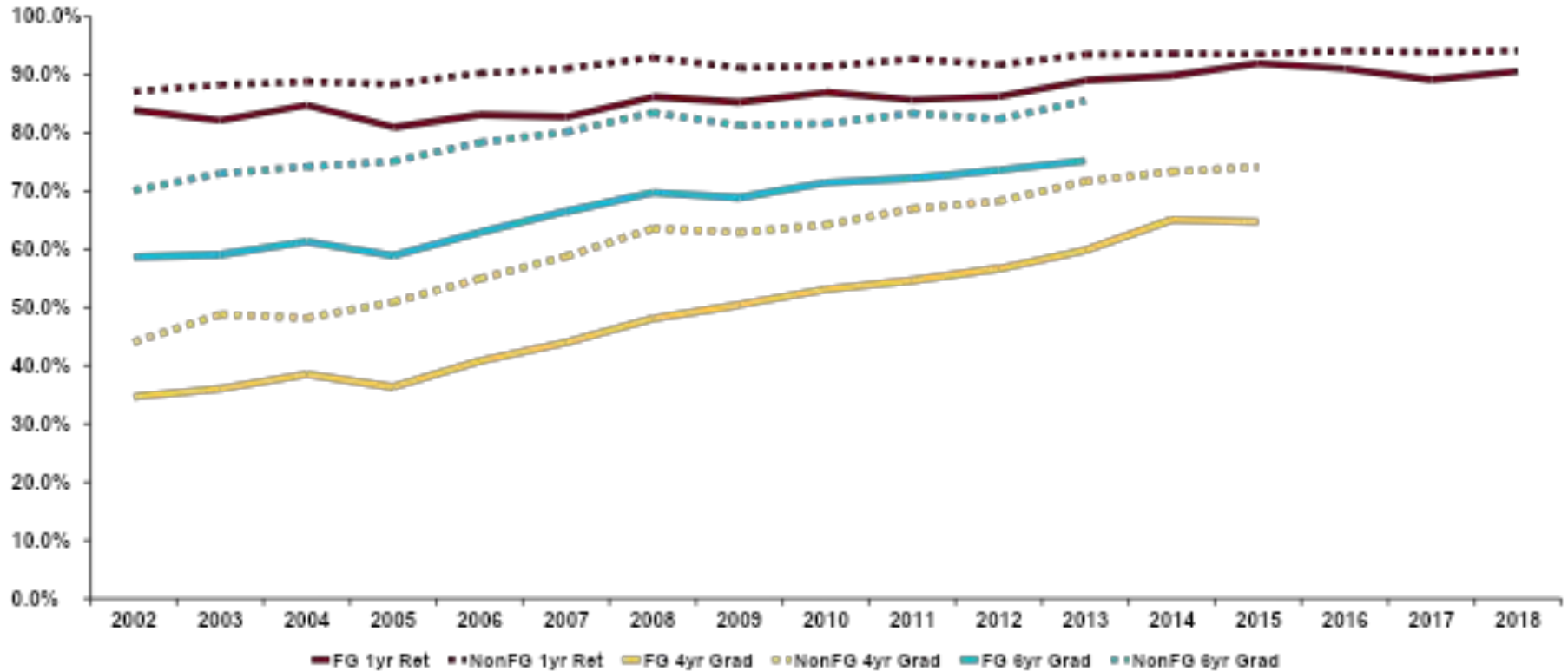
Institutional Data: Presentation Overview

1. Enrollment History and Context
2. Spring 2020 Academic Performance
3. Spring 2020 Survey: Experiences and Fall Semester Considerations
4. Summer 2020 Check-In Survey: Plans for Fall Semester
5. Summary

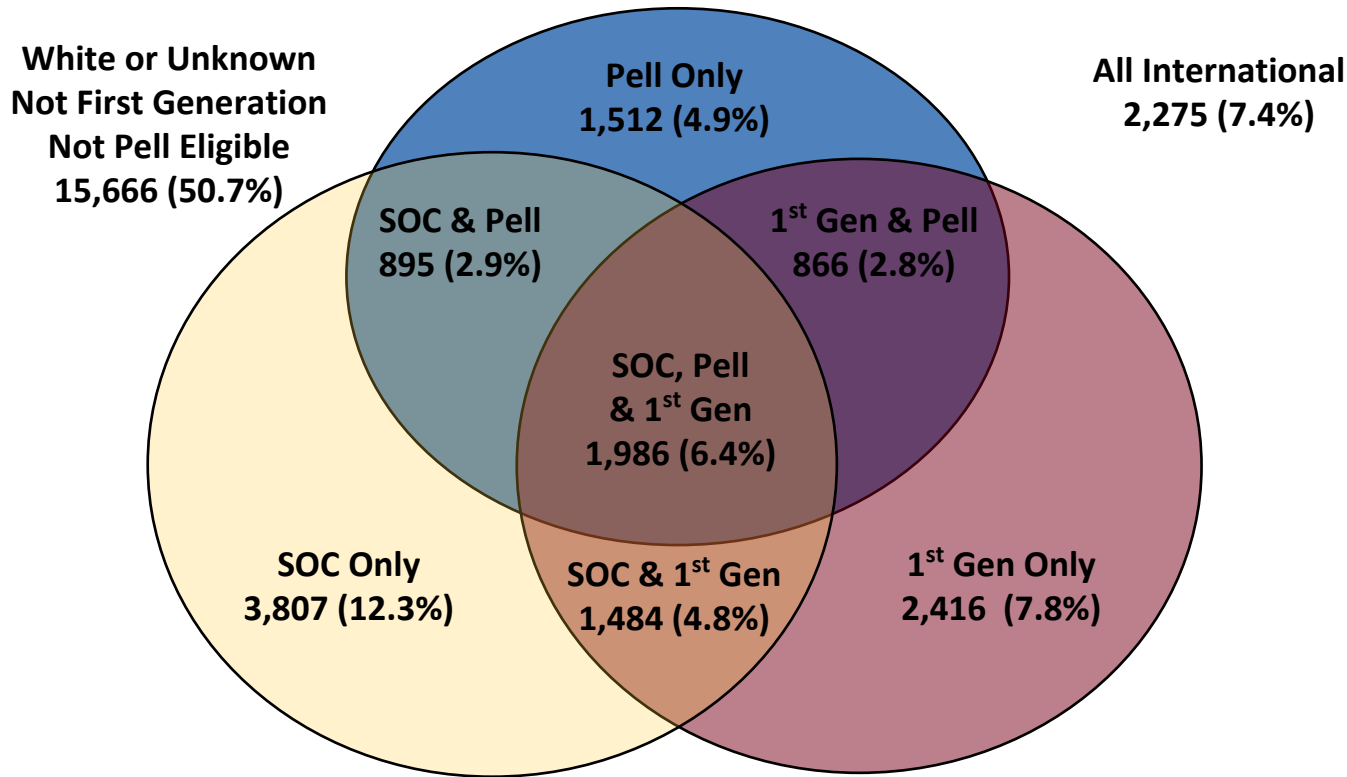
Twin Cities Campus Academic Year (Fall + Spring) New Degree-Seeking Student First-Generation Percentage by Entry Type (NHS, NAS, or IUT)



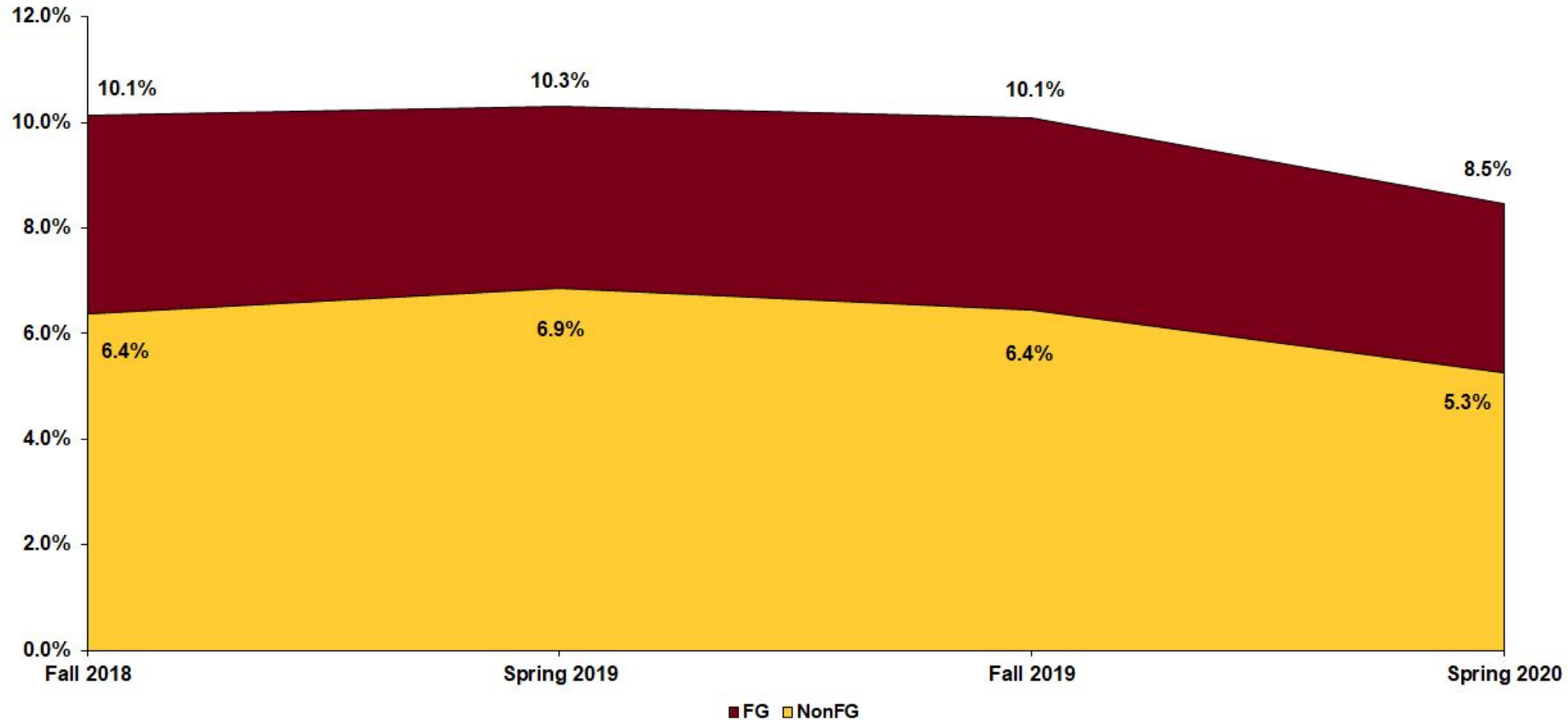
Twin Cities Campus New Freshman (NHS) 1st Year Retention, 4 Year Graduation, and 6 Year Graduation Rates by First Generation Status



Twin Cities Degree-Seeking Undergraduate Headcount Enrollment by Student of Color, Pell Recipient, and 1st Generation Status, Fall 2020

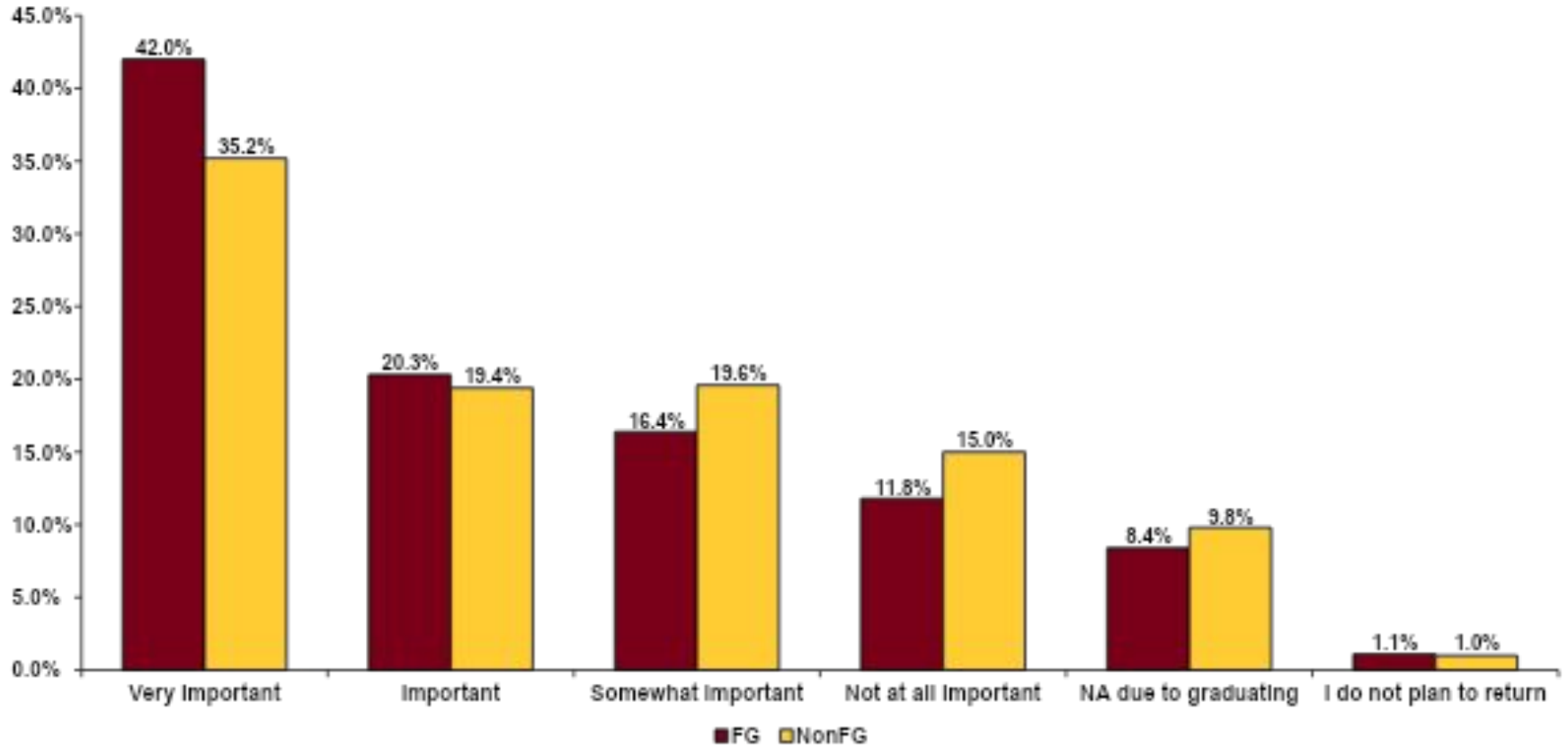


D/F/N/W Grade Percentages Decreased for First Generation and Non First Generation Students in Spring 2020



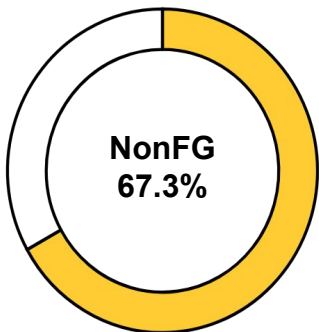
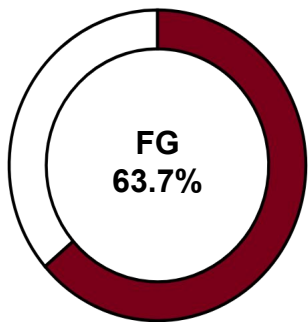
First-Generation Students More Focused on Course Delivery Plans:

OUE Spring Survey: Given that the University is currently considering a number of instructional options for the fall 2020 semester, how important will the University's decision regarding the instructional delivery method be in your decision to return to the U of M?

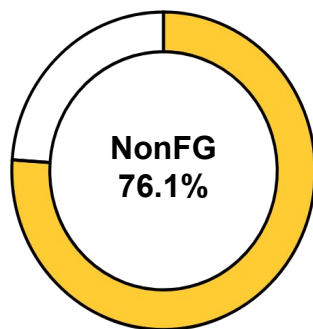
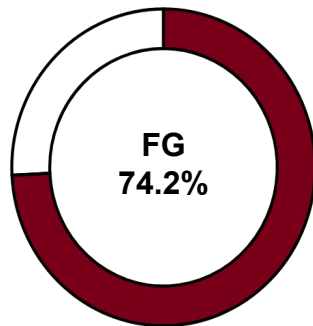


First Generation Students Less Certain of Return in Fall 2020, but Nearly as Likely to Enroll and Slightly More Likely to Graduate

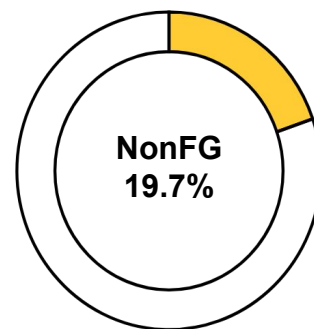
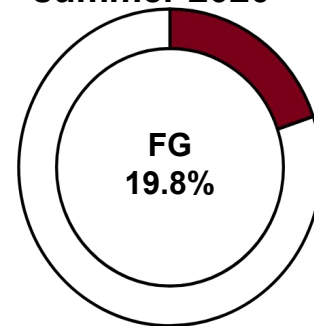
Spring Survey: Definitely will return fall 2020



Spring UG who returned fall 2020

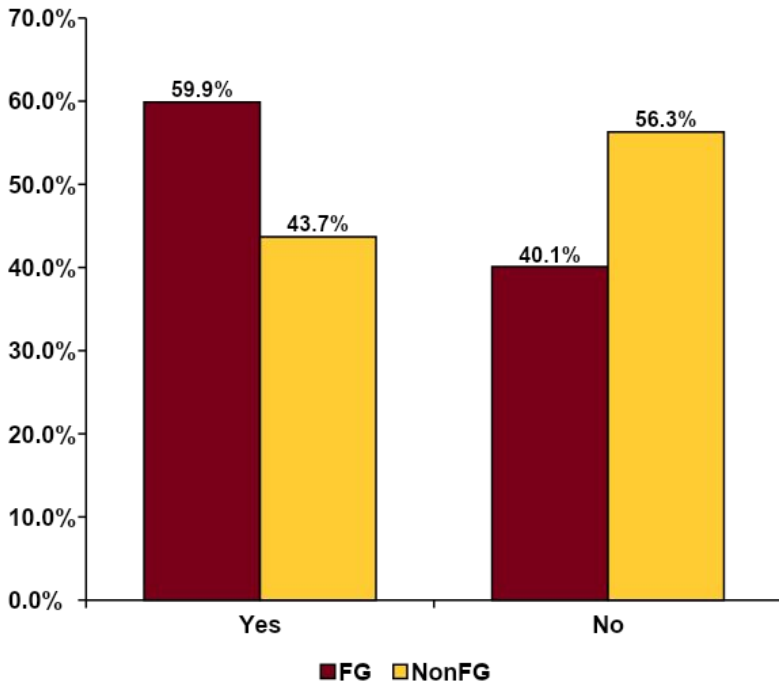


Spring UG who graduated in spring or summer 2020

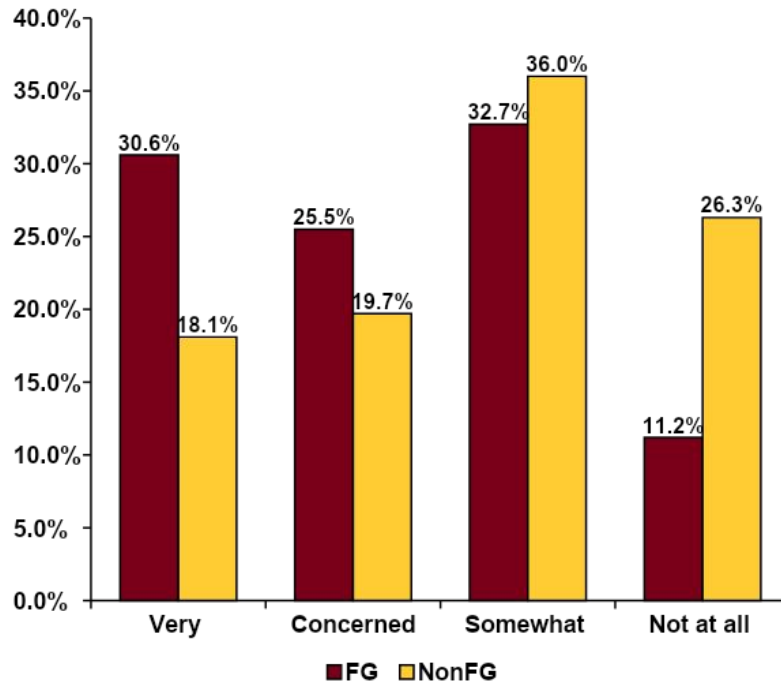


First-Generation Students More Likely to Have Faced Financial Hardships from COVID-19, and Have Concerns about Paying for Education

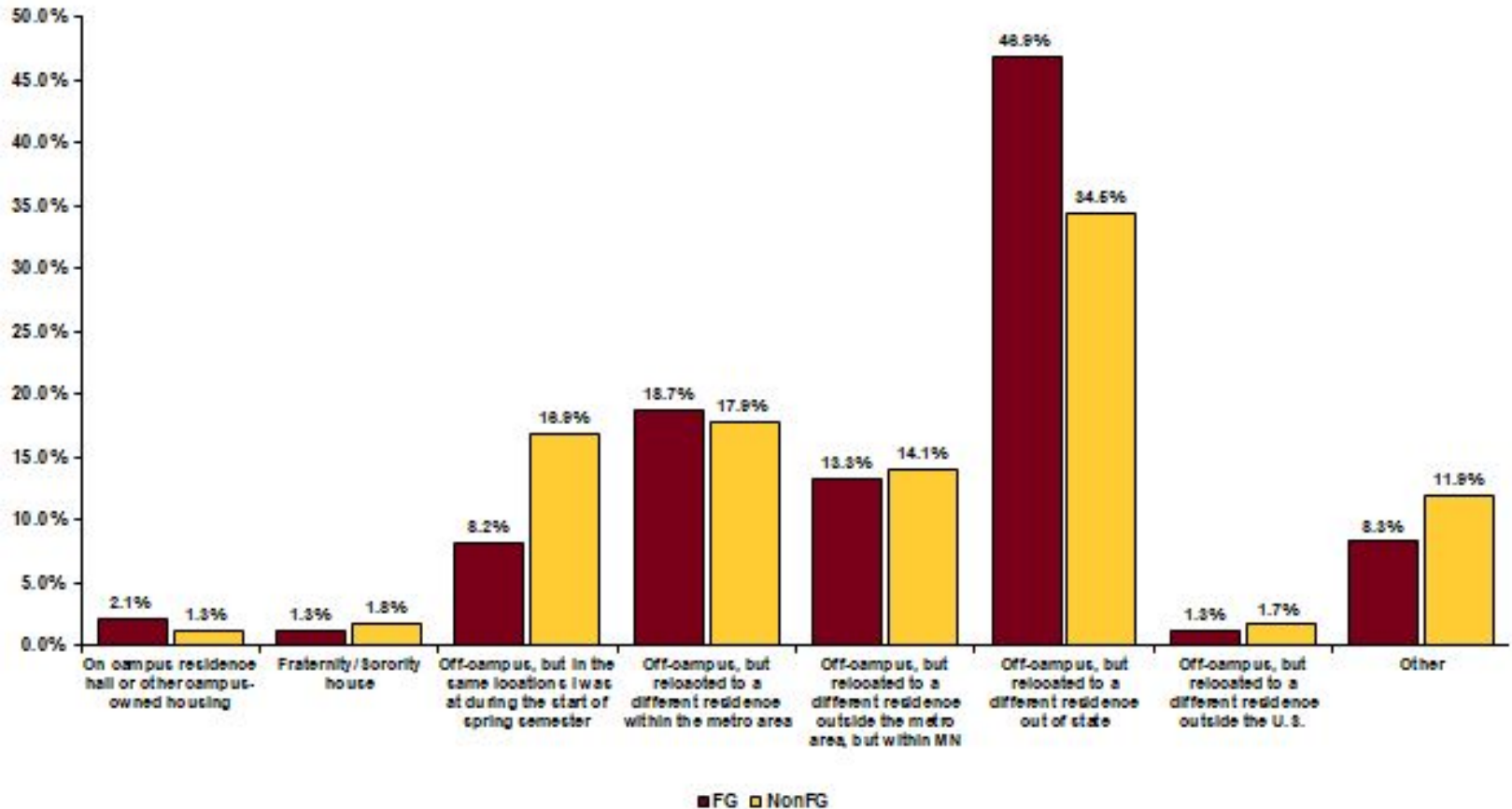
Did you experience any financial hardships from the COVID-19 pandemic while enrolled at the U of M during spring 2020?



How concerned are you about having enough money to pay for your education in fall 2020 at the U of M?

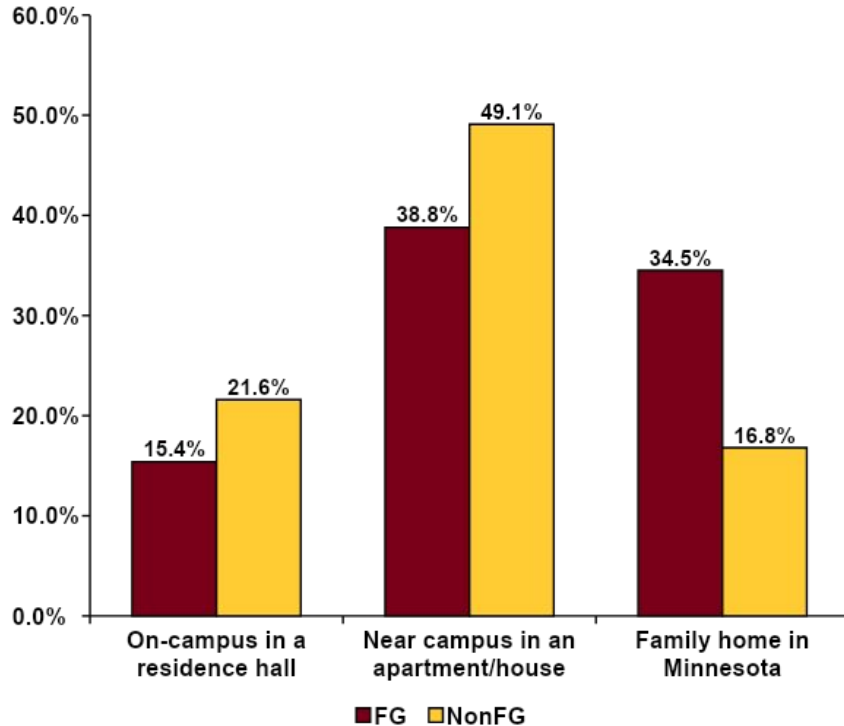


COVID-19 Survey: Where were you living at the end of the spring 2020 semester due to the COVID-19 pandemic?

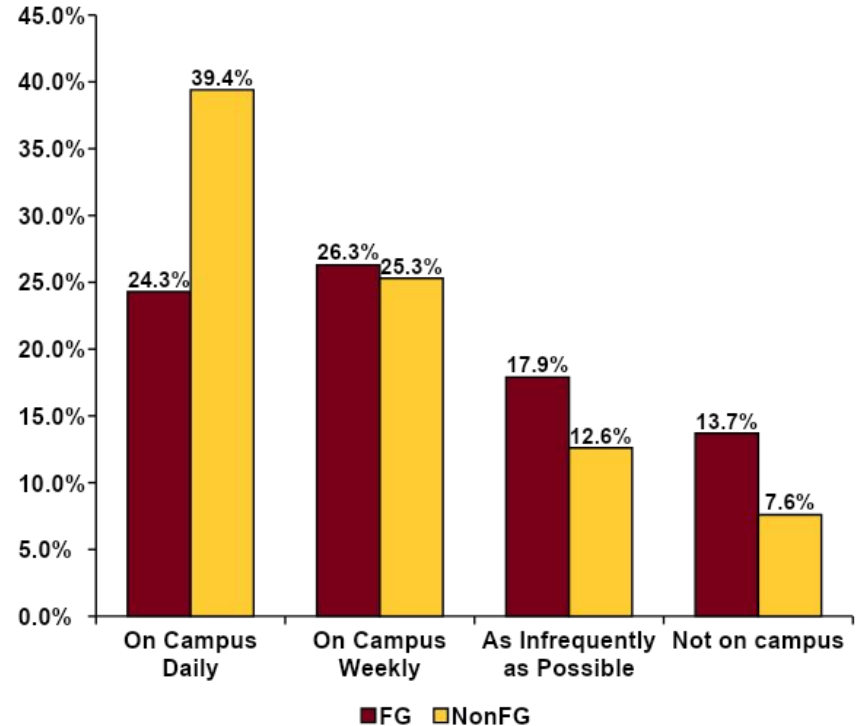


First-Generation Students Less Likely to Live Near or Be Present on Campus

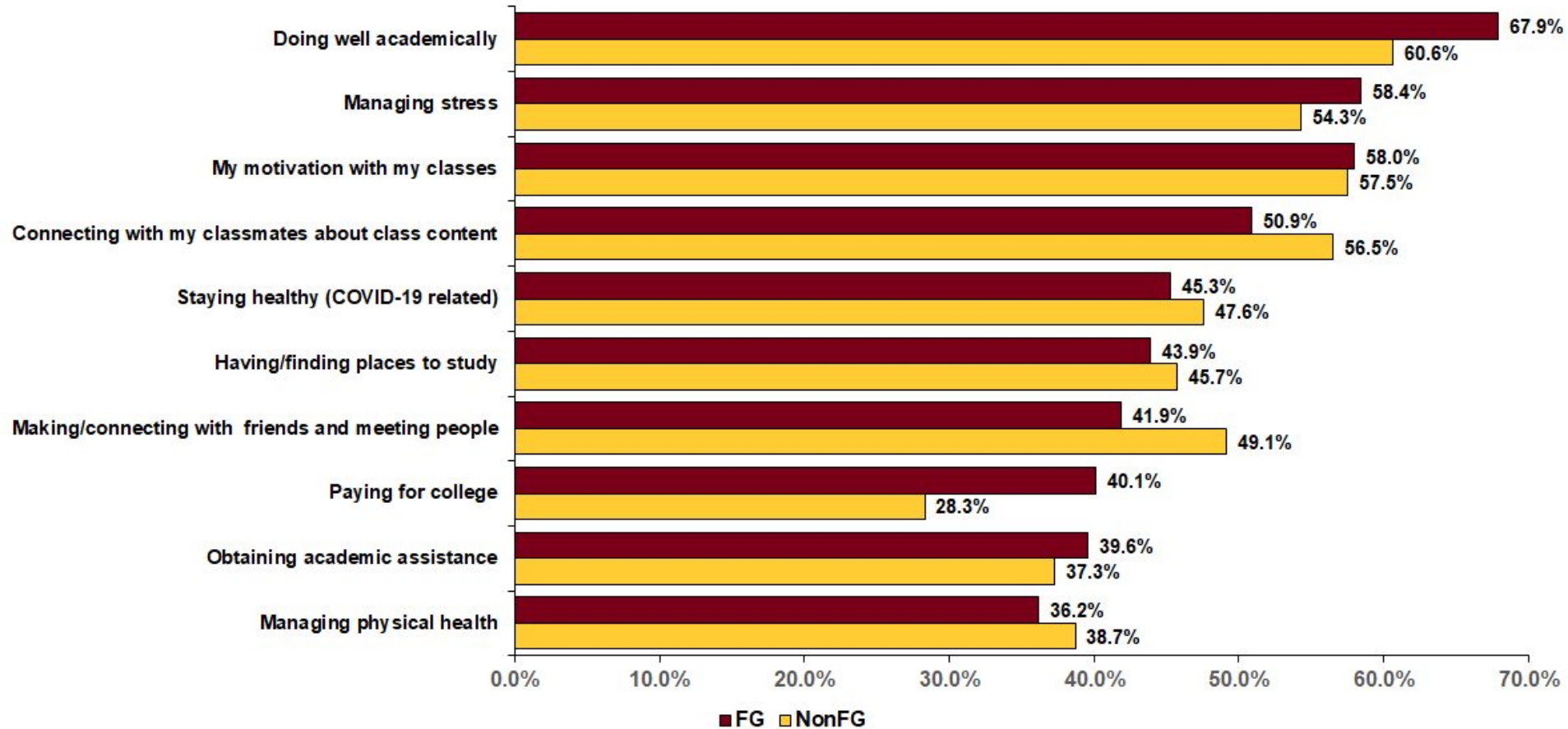
Q3. What are your housing plans for the fall semester? (most common responses)



Q4. How often do you plan to physically be on campus? (most common responses)



Q5: Significant Concerns Regarding Fall Semester 2020 (Top Ten Responses)



Summary of Institutional Data

- First generation students have shown great resilience during the pandemic
 - Completed spring semester courses with strong grades
 - Enrolled in summer and fall terms at high rates
 - Preliminary retention data shows a 1.3% increase in first-year retention for first generation freshmen (NHS) compared to flat retention for non-first generation freshmen
- At an individual level, first generation students are more likely to express concerns about their experiences and finances, and more likely to be physically distant from campus

Collegiate Data

Collegiate Overview

- Considerations for Supporting First Generation Scholars
- Patterns for CEHD First Generation Students in the midst of Covid
- CEHD April 2020 Survey: Undergraduate student perspectives on remote learning
- Resources and initiatives to support students and instructors teaching and learning remotely
- Planning for future success in Covid time and beyond

Key Considerations

Finance

Climate

Academic

Placement

Collegiate

First Generation students in the College of Education and Human Development in Fall 2020:

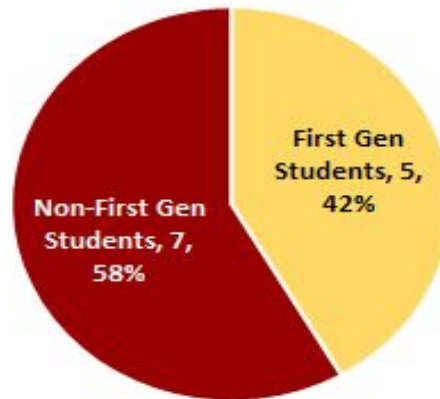
37%

Collegiate

Finance

- 12 CEHD students received CEHD Emergency Funds in Spring 2020, 5 of the 12 students were first generation or 42%.

CEHD Emergency Funds

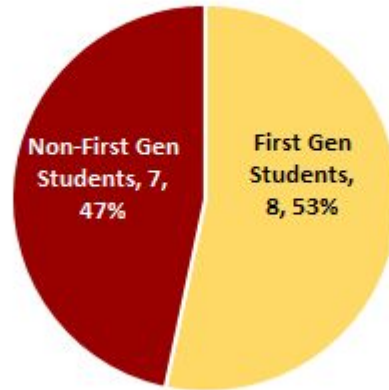


Collegiate

Academic

- 15 CEHD undergraduate students requested laptops in Fall 2020, 8 (53%) of 15 students are First Generation.

Laptop Computer Requests

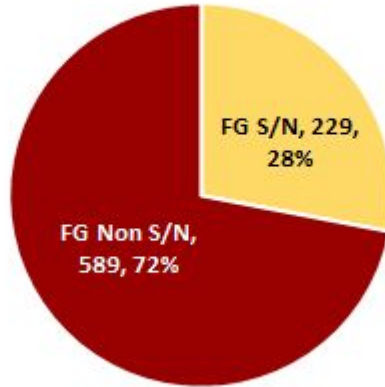


Collegiate

Academic

- In Spring of 2020, 818 First Generations students were enrolled in CEHD
 - 229 of the 818 (28%) requested a grade change to S/N after March 13, 2020

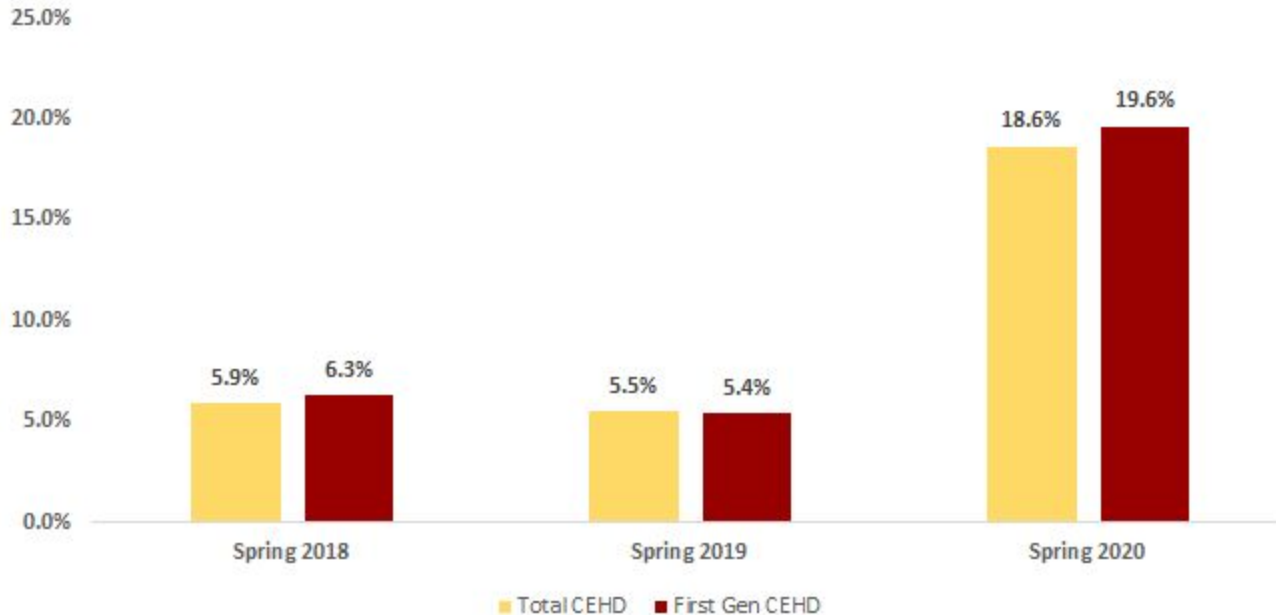
CEHD First Generation Students S/N after
March 13, 2020



Collegiate

Academic - Trends in Percent of Graded Classes Taken S/N

CEHD Students with S/N Graded Classes



Collegiate

CEHD April 2020 Survey: Undergraduate student perspectives on remote learning

- Anonymous and sent to all undergraduate students in CEHD
- Assist with creating supportive and positive instructional and learning experiences
- 156 undergraduate students responded

- Major themes include:
 - Mental Health
 - Concerns about Motivation
 - Course changes regarding content coverage, assignments, and expectations
 - Time Flexibility
 - The greater understanding of our predicament by the instructor, department, and university

Collegiate

Mental Health

- “Mental health and general well-being is more difficult to manage and it affects my motivation and productivity.”
- “Motivation has been low, depression and anxiety have been high, self confidence has been low, nearly impossible to focus.”
- “Motivation has decreased. I am scared I won't graduate this spring which will require me to take another semester that I cannot afford. I am worried, terrified, and anxious.”

Collegiate

Concerns about Motivation

- “Motivation is something that I constantly struggle with, online classes are almost harder to manage because there is nothing really motivating me to do the work anymore. It used to be easy when I could actually force myself to walk to class everyday and pay attention, but now I can't do that.”
- “My motivation has significantly declined during this stressful time. I find myself having larger concerns that result in difficulty being productive. It is my goal to get things completed on time to the best of my ability, but it is not so easy with the current situation.”

Collegiate

Course changes regarding content coverage, assignments, and expectations

- “A lot of my classes are giving out more work causing me to drown in what I have to do and My work is not quality because I do not have the time to complete everything.”
- “I find myself spending a lot more time doing homework than if I was still on campus because of the increase in course work.”

Collegiate

Time Flexibility

“I’m able to complete my homework more at my own pace and on my own time since I don’t have to go to class.”

“I like the ability to structure my own time and be able to spread out work throughout the week. A lot of my professors have really stepped up their game and made the transition essentially flawless and have been very considerate regarding assignments and flexibility.”

“I think being able to do it on my own time and somewhat at my own pace is better, and it allows for me to go back when I need something said again, i.e recorded lectures.”

Collegiate

The greater understanding of our predicament by the instructor, department, and university

“I think my zoom class is going well and I think my professors genuinely care about us students so much. They check on us a lot and are doing everything they can to help us.”

“Many of my professors have devoted themselves to figuring out how to make the technology simulate our in class experiences. I appreciate their hard working and think that our collaboration is going very well.”

Collegiate

Instructional Support

- Digital Education and Innovation team early and continued support for instructors when developing distance learning classes for Fall 2020.
- Actively assessing classroom availability and capacity with social distancing to support instructors and students wishing to teach and learn in person (Burton Hall).
- CEHD First Year Experience Program
 - EDHD 1525W (FYI) most sections taught synchronously with some meeting in person one day each week.
 - Summer FYI instructor support and development sessions emphasizing course development and resources for distance learning.

Collegiate

Planning for future success in Covid time and beyond

- There is a lot we don't know. Especially as the challenges for First Gen and all students continue to shift due to Covid.
- Two collegiate surveys will be administered to students at the end of Fall 2020.
 - Hybrid, Online, and Distance Learning Survey (December 2020)
 - First Year Experience Survey (March 2021)
- Through the survey data we hope to improve our understanding and support for our students, by responding to their unique needs.
- Fall 2020 and Spring 2021 virtual events to support community building

First-Generation Transfer Students

Sarah Ihrig

Assistant Director of the Transfer Student Experience





AGENDA

- Who are U of M First-Generation Transfer Students?
- The First-Generation Transfer Experience
- How to Support our First-Generation Transfer Students



Who are U of M First-Gen Transfer Students?



33%

Of U of M Undergraduates are Transfer Students



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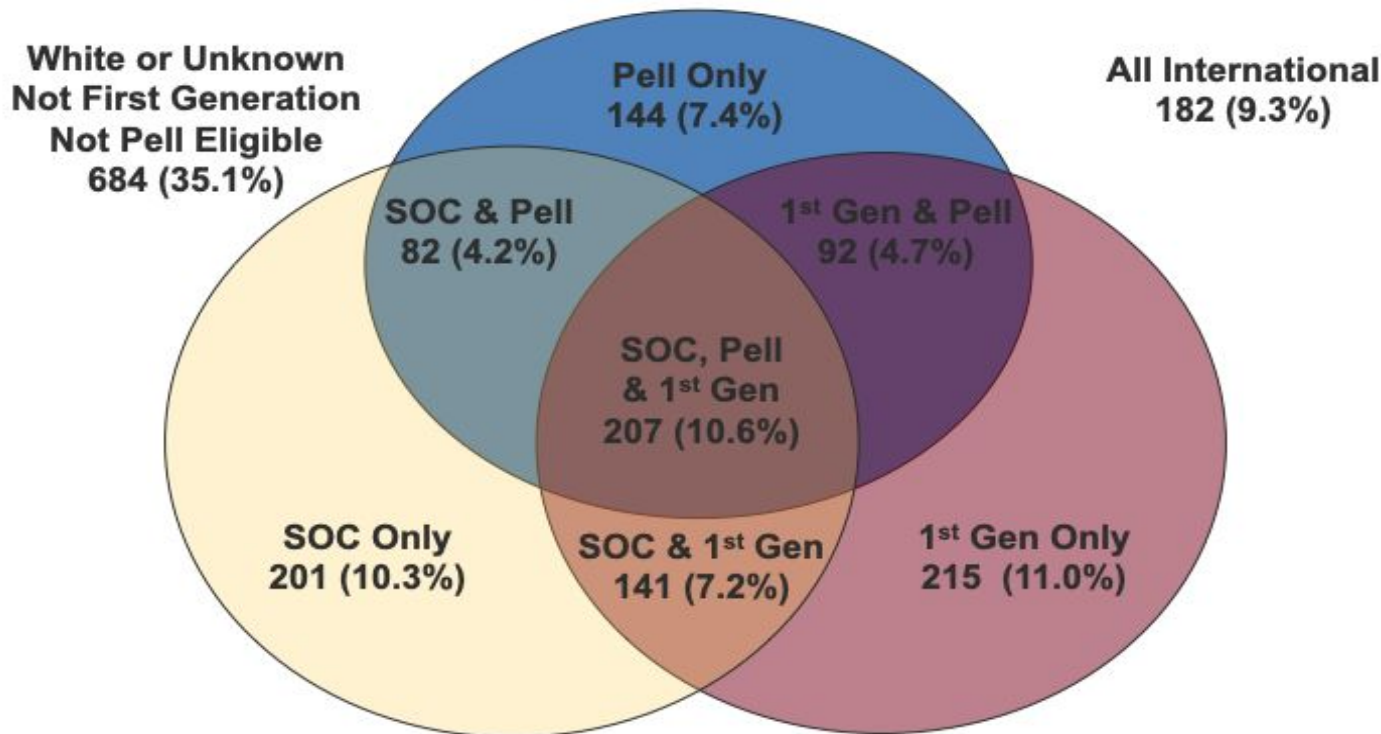
38%

Of U of M Transfer Students are First-Generation College Students

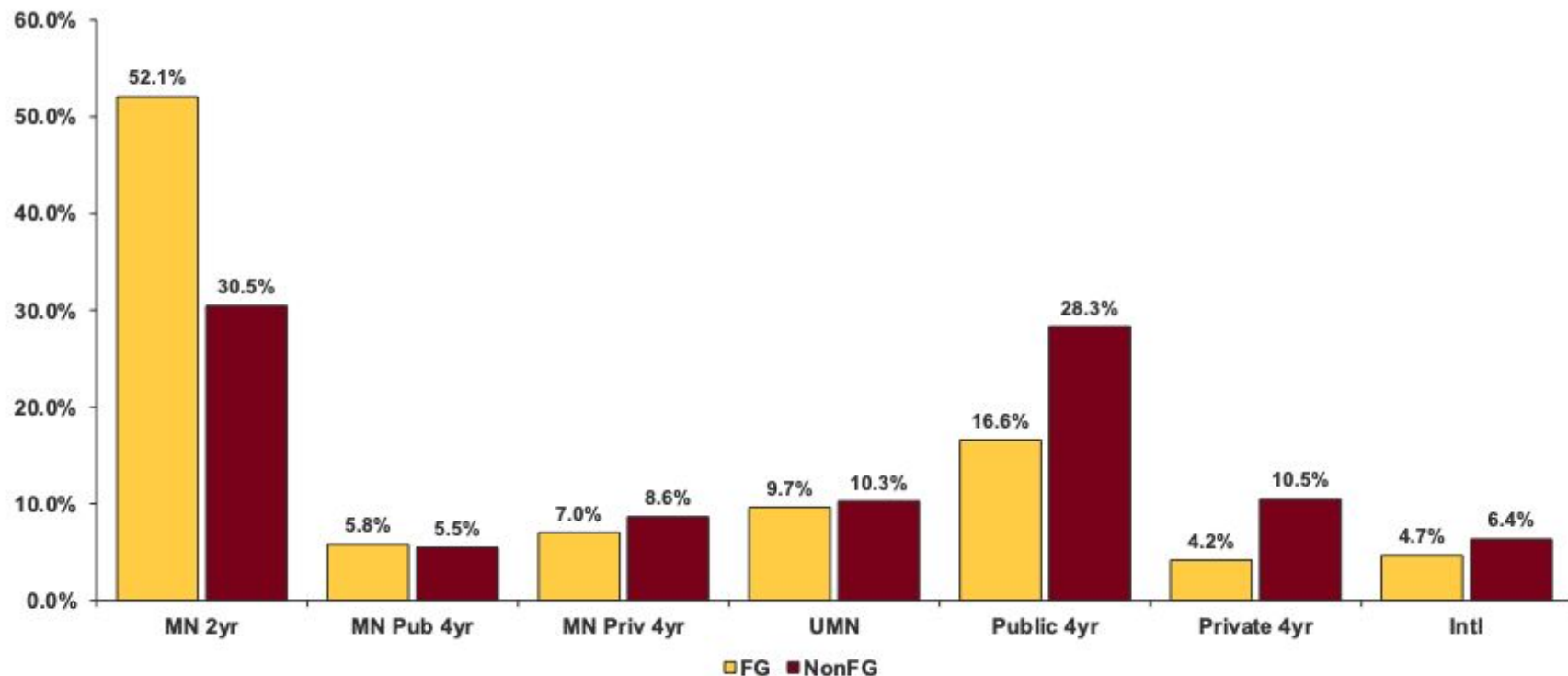


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Twin Cities Degree-Seeking New Transfer (NAS+IUT) Headcount Enrollment by Student of Color, Pell Recipient, and 1st Generation Status, Fall 2020



Percentage of Incoming Transfer (NAS + IUT) Students by Primary Previous Institution Sector: First-Generation and Non-FG Fall 2017 to Fall 2020



The First-Gen Transfer Student Experience



2018 U of M SERU Data



Compared to their peers, First-Generation transfers are...

- Working more at off-campus jobs and working more hours.
- More concerned about paying for school
- More concerned about debt
- More likely to skip meals due to finances
- Getting less sleep

Student Experience in the Research University (2018). University of MN (data file)



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2018 U of M SERU, Cont.

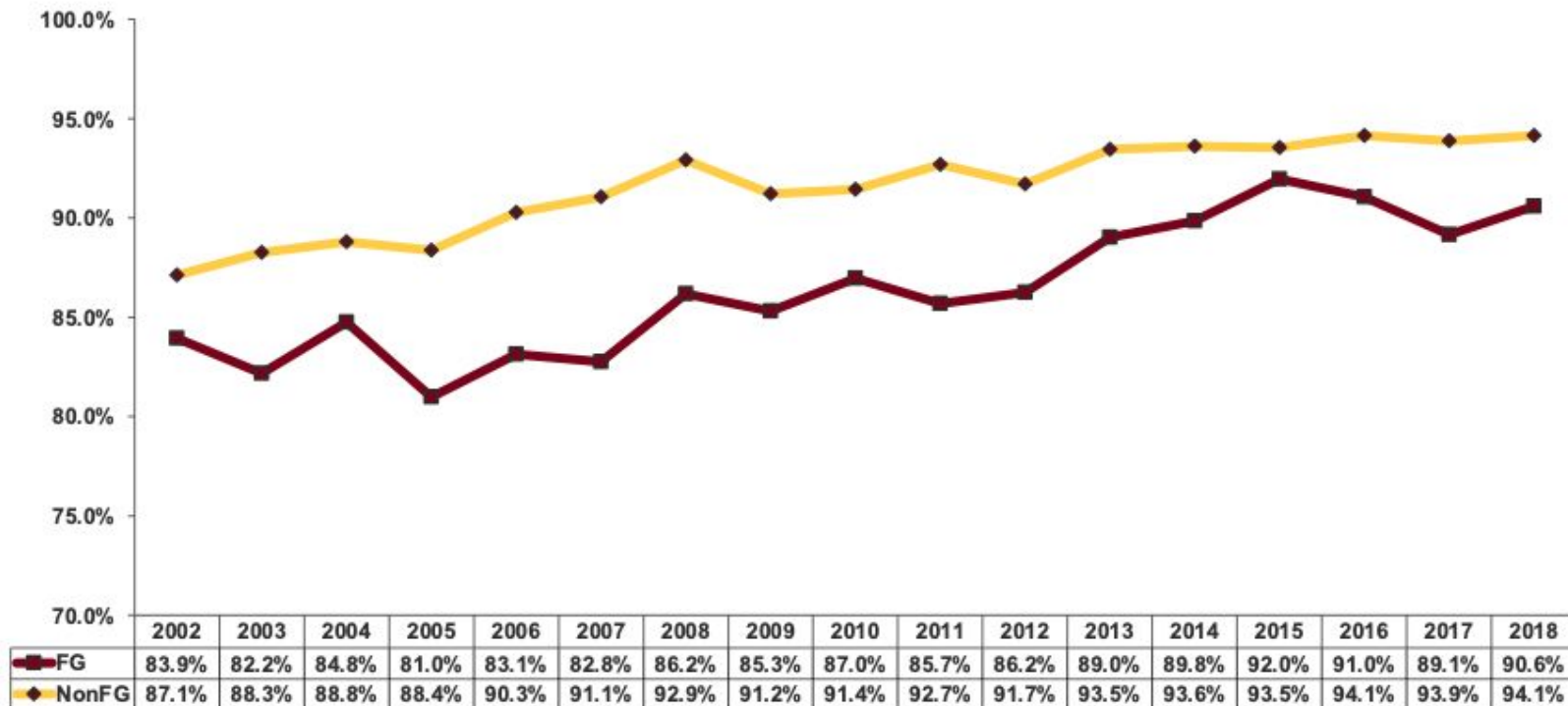
Compared to their peers, First-Generation transfer students perceive a less welcoming campus climate for students of their:

- Political beliefs
- Religion
- Socioeconomic status
- Immigration status

Student Experience in the Research University (2018). University of MN (data file)



Twin Cities Campus Domestic New External Transfer (NAS) First-Year Retention by First-Generation Status



Transfer Shock



-Term first coined in 1965 by J. Hills.

“The tendency of students transferring from one institution of higher education to another to experience a temporary dip in grade point average during the first or second semester at the new institution... A subsequent recovery in grade point average is also common.”

Thurmond, K.C. (2007). Transfer Shock: Why is a Term Forty Years Old Still Relevant? Retrieved from *NACADA Clearinghouse of Academic Advising Resources*: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Dealing-with-transfer-shock.aspx>



COVID-19 & First-Gen Transfers



SERU Consortium COVID-19 Summer 2020 Survey

Nationally, First-Generation transfers reported higher levels of:

- Financial hardships
- Food insecurity
- Housing insecurity
- Generalized anxiety disorder

Soria, K. M., Horgos, B., Chirikov, I., & Jones-White, D. (2020). *First-generation students' experiences during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.



SERU Consortium COVID-19 Summer 2020 Survey:

Nationally, First-Generation transfers reported...

- The same (or fewer) rates of academic obstacles when transitioning to remote instruction
- Feeling more supported by their institutions during the pandemic
 - although they still report a lower sense of belonging in general

Soria, K. M., Horgos, B., Chirikov, I., & Jones-White, D. (2020). *First-generation students' experiences during the COVID-19 pandemic*. SERU Consortium, University of California - Berkeley and University of Minnesota.



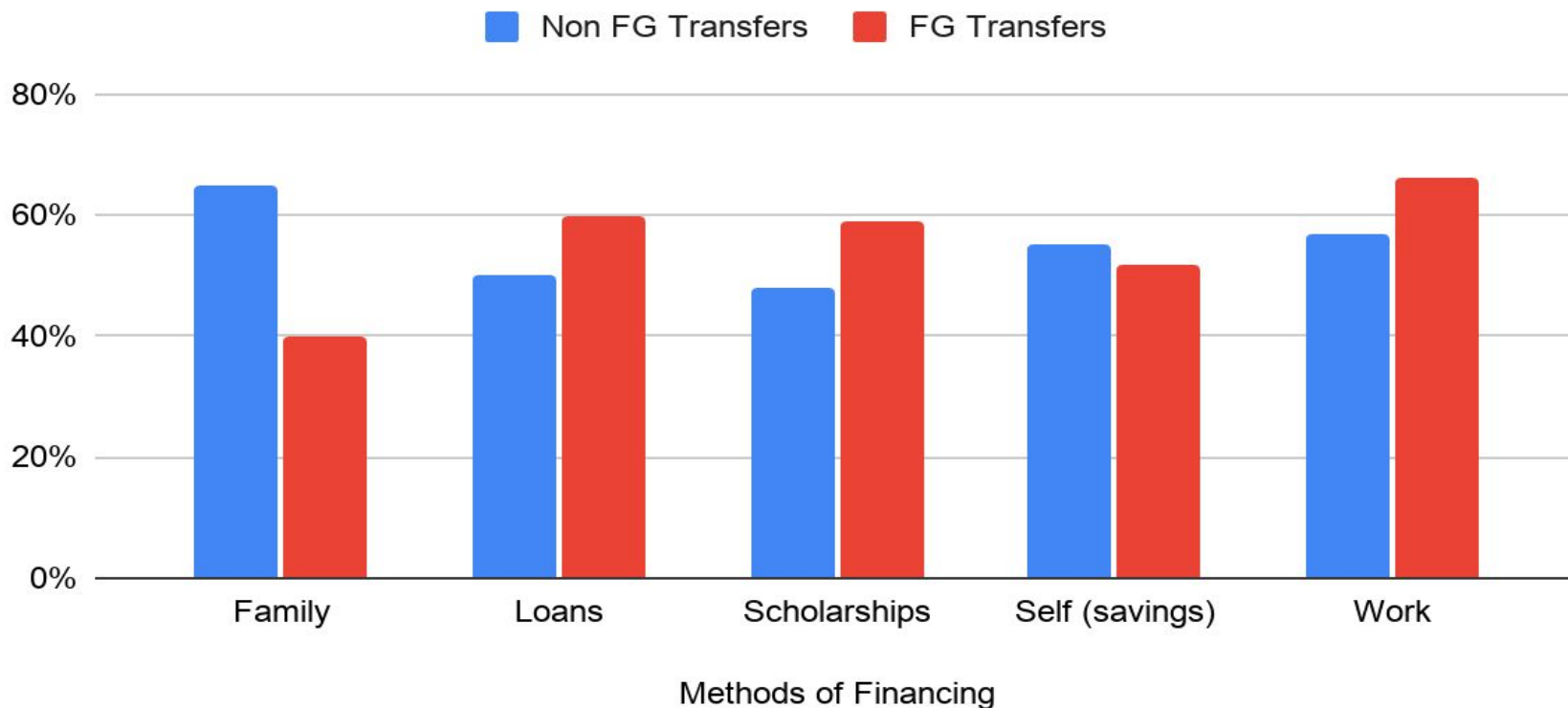
Fall 2020 U of M Pre-Orientation Survey Data

Entering First-Gen transfers are more concerned than their non First-Gen transfer peers about:

- Finances
- Finding a job while in school
- Navigating campus resources
- Getting academic assistance
- Doing well academically



Pre-Orientation Survey 2020: Student Reported Methods of Financing Education



How Do We Support our First-Gen Transfers?



Help Transfers Build Campus Capital



- **Uncover the hidden curriculum throughout the transfer process**
 - Provide more opportunities for transfer students to discover campus resources before they begin classes at the U of M.
 - What assumptions are we making about students' knowledge of campus systems, terminology, and norms?
- **Provide more mentorship opportunities for transfer students**
- **Reintroduce campus tools and resources during students' first year on campus**



Remove Barriers to Success



- **Consider your deadlines and whether or not they are transfer friendly**
 - *How are you communicating about these opportunities to transfer students?*
- **Consider when you schedule activities and events**
 - *What about commuters?*
 - *Consider continuing virtual options after COVID-19*
- **Increase financial support & financial education for transfer students on our campus**



Consider How We Talk About Transfer



- **Normalize Transfer Shock when working with transfer students**
 - *Encourage students to be kind to themselves during their transition*
- **Appreciative vs. Deficit Model in framing transfer experience**



**Transfer students are
successful not in *spite* of
being transfer students, but
because they are transfer
students**



Breakout Room Discussion Questions (10 minutes):

- Brainstorm questions for panelists
- Discuss implications of data for campus, college and programs (including gaps)

[Submit questions here: z.umn.edu/DDquestion](https://z.umn.edu/DDquestion)



Data Dive Questions from Form (1/3)

- How are first-generation students identified? Is there an easier way to identify these students for targeted support?
- How can we support students with technology needs (post-COVID)? For example, students who don't have internet/laptops/webcams/etc.
- How do we centralize/share resources so that more people are aware of them to support FGEN students (particularly faculty who aren't on listservs like AAN/CDN/OUE, etc.)?
- Given the data we have about transitioning to and being in a COVID educational environment, what are some projections or recommendations do you have for transitioning out of a COVID educational environment?
- How are we going to get students re-engaged with career paths since everything has shifted and they may be uncertain if their career industry will even still exist?



Data Dive Questions from Form (2/3)

- What are other proxies outside of Pell eligibility to capture SES? Pell excludes DACA, international, and other student pops.
- With shifting student needs (due to COVID), how will we assess new needs and address them?
- How can we move from a deficit perspective to an asset based perspective about first-gen students?
- How can we encourage people to continue doing accessible events in the future even though people may want to return to fully in-person events?
- While retention and graduation rates are increasing for FG students, are they thriving and feeling a strong sense of connection to the university or just surviving?



Data Dive Questions from Form (3/3)

- How are we going to continue to support students with technology going forward (eg. students that don't have internet, laptops, etc.)?
- How is the college/university collaborating with students to design initiatives/services/programs that meet their needs?
- Is there a philosophy around more centrally supporting these students rather than very specific offices?
- Great to see CEHD First Gen data. How can we make sure all colleges have similar data which focuses on FG students?
- With COVID, we are worried about access and pipeline support for high school FG students. How can the data help us?



Stay tuned for **First Gen Institute Spring 2021** virtual conference in April with micro-grant features and curated sessions on topics such as FG graduate students, mental health resources, and applying information from today's conversation.

Thanks to the FG Institute Steering Committee Members

Anthony Albecker, CEHD
Gina Brewington, CFANS
Kelly Collins, CEHD
Rashne Jehangir, CEHD
LeeAnn Melin, OUE
Terra Molengraff CEHD
Minerva Munoz CEHD
Darron Sherrill, CEHD
Marquis Taylor, CSE
Miriam Wood Almeda, PES
Betty Yang, CEHD





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