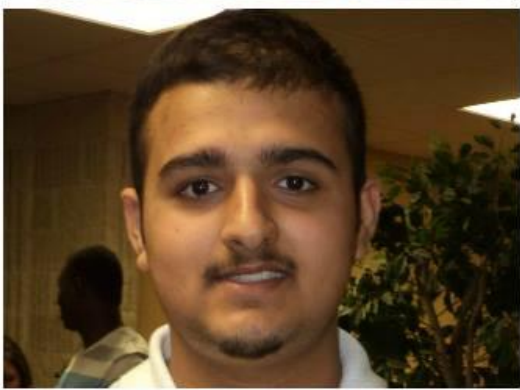


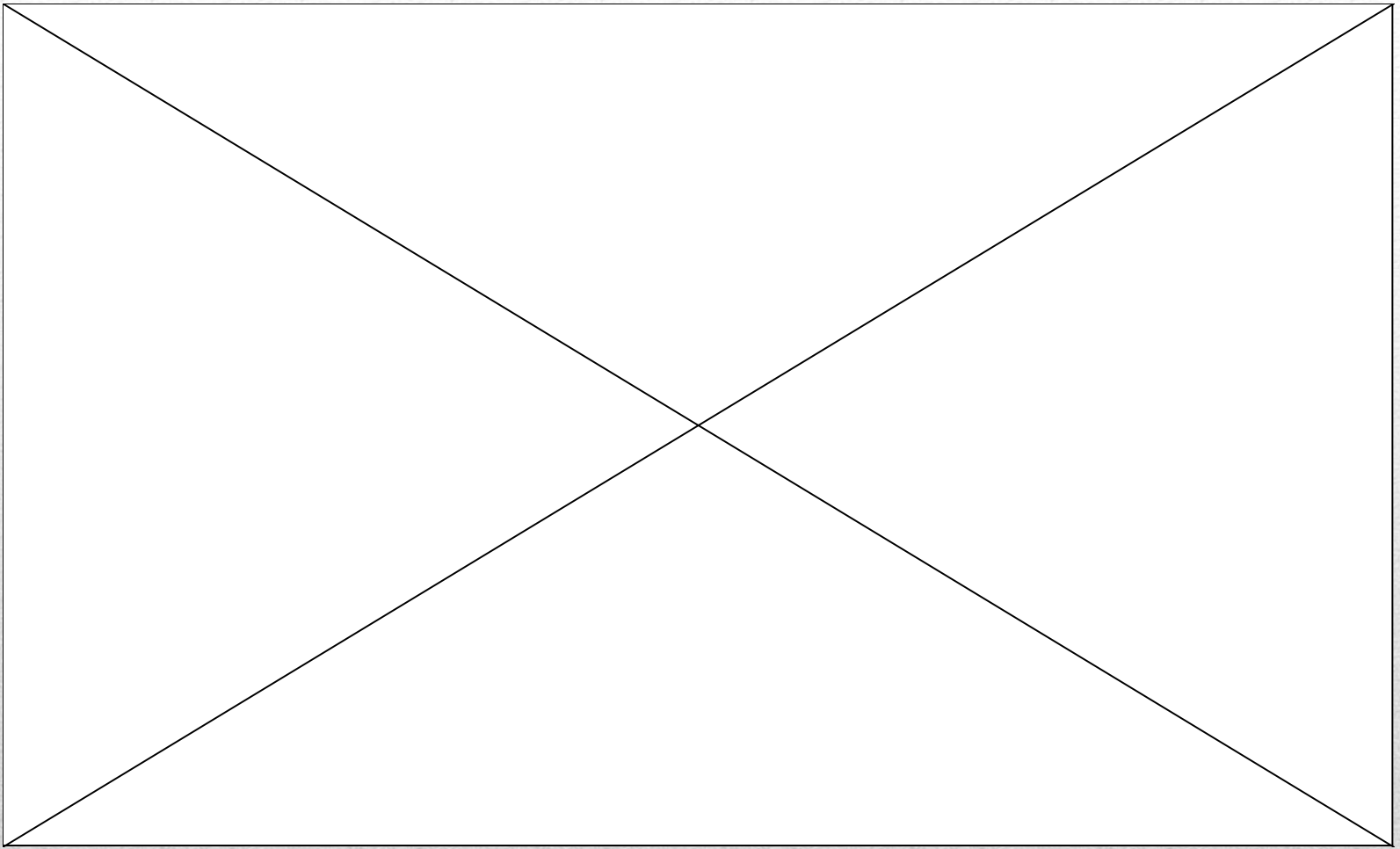
BUCKEYE GENERATION LEARNING COMMUNITY

**LEVELING THE FIELD FOR FIRST-GENERATION
STUDENTS.**



Presented by:
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Melissa Jungers







Introductions

- Profile of OSU-Newark
- Details of the Buckeye Generation Learning Community
- Outcomes and Data
- What we have learned and changed
- How these interventions can be used for other students
- Questions

Overview of Presentation

- Largest & geographically closest of 4 OSU Regional Campuses
 - Approximately 2300 students
- Open enrollment
 - In Autumn 2013:

Newark, as First Choice	670 (62.5%)
Columbus as First, Newark as Second	402 (37.5%)
Total NFYS	1,072

The Ohio State University at Newark

- Approximately 38% of the entering freshmen class are first-generation college students
 - Definition: A student whose parents or grandparents did not attend college
- Retention of Newark campus first-generation students was significantly lower than other new first term freshmen: 40% for first-gen vs. 64% for NFTF

The Ohio State University at Newark



The Buckeye Generation Learning Community

- In partnership with Admissions, we get a list of students who indicated on their application that they are a first-time, first-generation college student.
- These students (and their parents, if that information is available) are contacted by email and US mail with information about the program and an invitation to apply.
- This information is typically sent out in March/April.

Recruitment Strategy

- Students are asked to complete the application online, giving short answers to the following questions:
 - Transitioning from high school to college can be challenging. What do you think your personal challenges will be and how can the learning community help you?
 - Tell us about a time that you faced an obstacle in your life, how you overcame it, and what you learned from it.
 - Tell us about how you plan to manage your time once you arrive on campus.
 - What is your best academic habit? Why does it work for you?
 - Why do you want to be a part of the Buckeye Generation Learning Community?

Application Process

A note to parents and guardians—it is very important to have the student fill out the application. The application allows us to learn more about your student & it will help them to clarify their goals for college. If your student is reluctant to complete the application, that is ok! If this is the case it is a great time to talk to them about what they want out of college. We have found that Buckeye Generation Learning Community students whose parents filled out the application, or “made” them do it, did not take advantage of the help. Encourage them to fill out the application, but don’t force them or do it for them. They need to find their own path.

Application Process

- Decisions are made on a rolling basis, starting on May 1
- To be admitted into the learning community, students must have paid their acceptance fee and have registered for an orientation.
- Applications are reviewed by the Learning Community Coordinator and the student peer mentors.

Application Review

- In the application review process, we have admitted an equal number of students with high, mid-range, low, and no ACT scores.

Ethnicity	Minority	Non-Minority
AU12	44%	56%
AU13	51%	49%
AU14	46%	54%

Gender	Female	Male
AU12	61%	39%
AU13	62%	38%
AU14	65%	35%

Demographics of Admitted Students

- Students in the learning community are pre-registered for the required autumn classes before they attend orientation.
- At orientation, students schedule the rest of their autumn classes based on what is appropriate for their anticipated academic major.

Enrollment Process

- “The student’s peer group is the single most potent source of influence on growth and development during the undergraduate years.”

- Alexander Astin, *What Matters in College: Four Critical Years Revisited*.



- Students take 4 GE courses together during the year.
 - Psychology
 - Sociology
 - University Survey partnered with a learning lab
 - Art History
- Common coursework gives the students a chance to build relationships with other Learning Community peers, as well as relationships with professors on campus.
- The professors who teach the LC classes believe in the program and are dedicated to helping the students succeed.

Courses Taken

- At the start of the academic year, learning community students are required to sign a contract.
- Students are required to register and attend the selected LC classes for Autumn and Spring semesters.
- Attend weekly learning labs facilitated by the LC Coordinator and Academic Coaches.
- Must attend 1 social and 1 cultural event each semester presented by the campus.



Expectations of our LC students

- While in the LC students are required to communicate effectively with faculty, staff, and mentors.
- They should regularly check their OSU email.
- Many pictures and videos are taken throughout the academic year. Students are required to allow the college to use their pictures and videos for internal and external use.
- During the course of the academic year faculty, staff, advisors and mentors share information back and forth to make sure they are maximizing student potential. The students must give consent for the information to be shared between the different departments.

Expectations continued



- “Studies have shown that mentors dramatically increase student participation and positively affect the grade point averages of the students they mentor.”
 - *Sanft, Jensen, and McMurray, Peer Mentor Companion*
-

- Each Peer Mentor is a first-generation college student.
 - Many have been Learning Community students themselves.
- They are required to take a diverse array of training from different departments on campus.
 - Suicide Prevention Training
 - Open Doors Training (<http://opendoors.osu.edu>)
- Attend different levels of the tutor training program.
- They also participate in training with SI supervisor throughout academic year.
- They target student's behaviors, actions and habits and use positive reinforcement along with a variety of progressive teaching techniques in order to give students the tools they need to be successful in their college journey

Trained Peer Mentors

- The Academic Coaches teach the students to be the driver in their own college experience. Any obstacles that the student comes up against whether personally or academically, the coaches use that opportunity to teach the student to learn and to grow.



Trained Peer Mentors

- SI sessions are peer-facilitated tutoring sessions.
- The sessions integrate content and learning strategies.
 - Lecture notes, textbook, outside reading.
 - “How to learn” and “What to learn”
- The program is supervised by a trained SI leader.
- Faculty support is given to the courses tutored.
 - SI tutors sit in the class with the rest of the LC students.
 - Weekly meetings between faculty and SI tutors.
 - Faculty encourage students to attend SI sessions.

Supplemental Instruction

- Regularly scheduled SI sessions for the LC students.
 - Students schedules are researched to find the best time to hold the SI Sessions.
 - Once a time is found to fit the majority of student schedules, the SI schedule is set for the semester.
- 3 main techniques used in a SI session;
 - Redirecting questions.
 - Wait-time.
 - Checking for understanding.



Supplemental Instruction

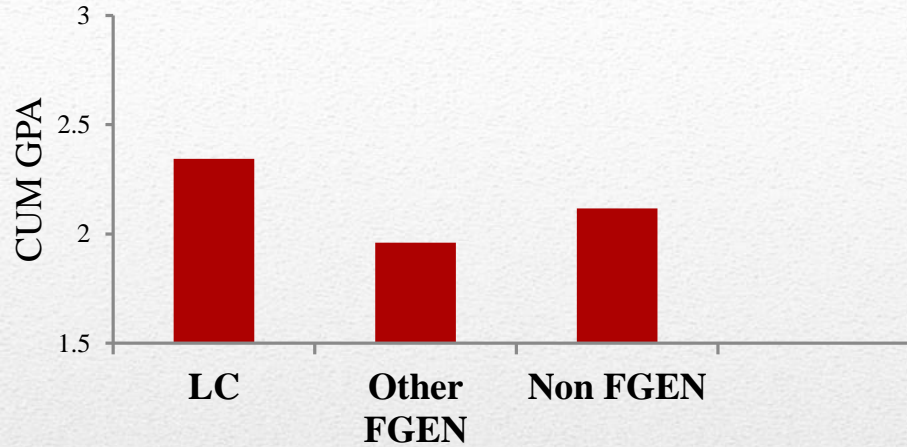
- Each student receives \$300 for their books per semester for the academic year.
- This money is used at the campus bookstore, and cannot be used anywhere else.
- The students must purchase their books in person, to verify they are in fact a Learning Community student.
- The money is used to purchase books only.
- Many times students tell us the \$300 paid for all of their books for the semester.



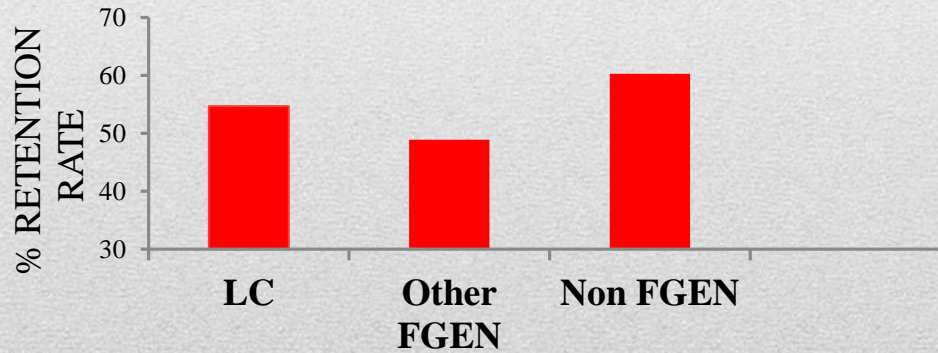
Book Stipend

Outcomes & Data

AU12 CUMULATIVE GPA

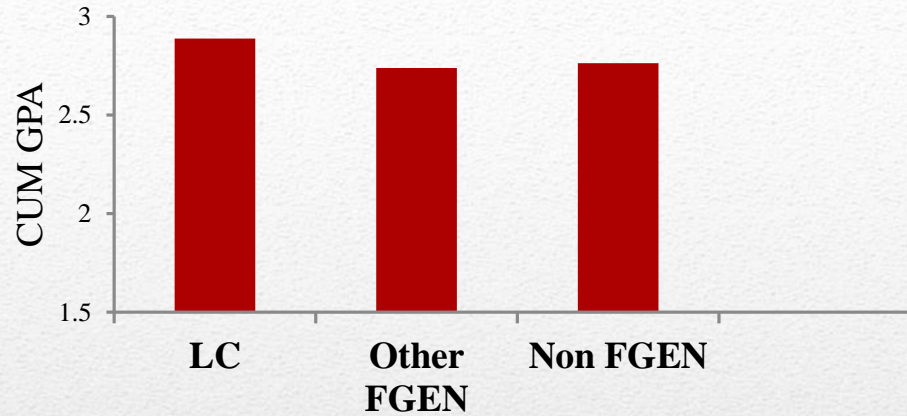


RETENTION INTO AU13

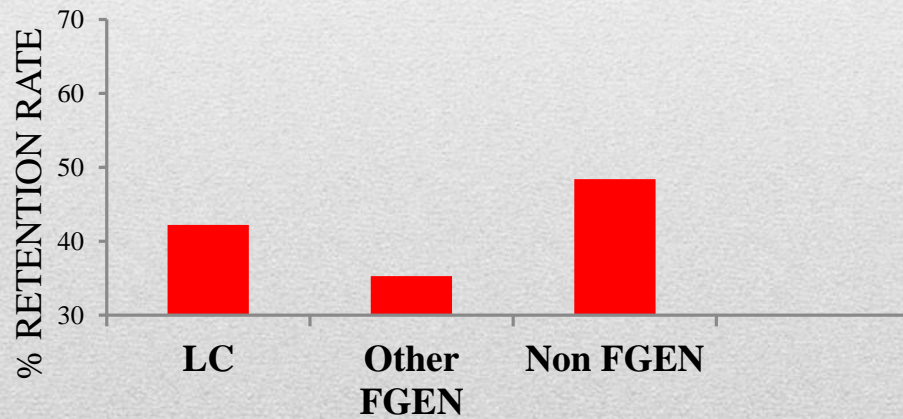


AU 12 COHORT – YEAR 1

AU13 CUMULATIVE GPA

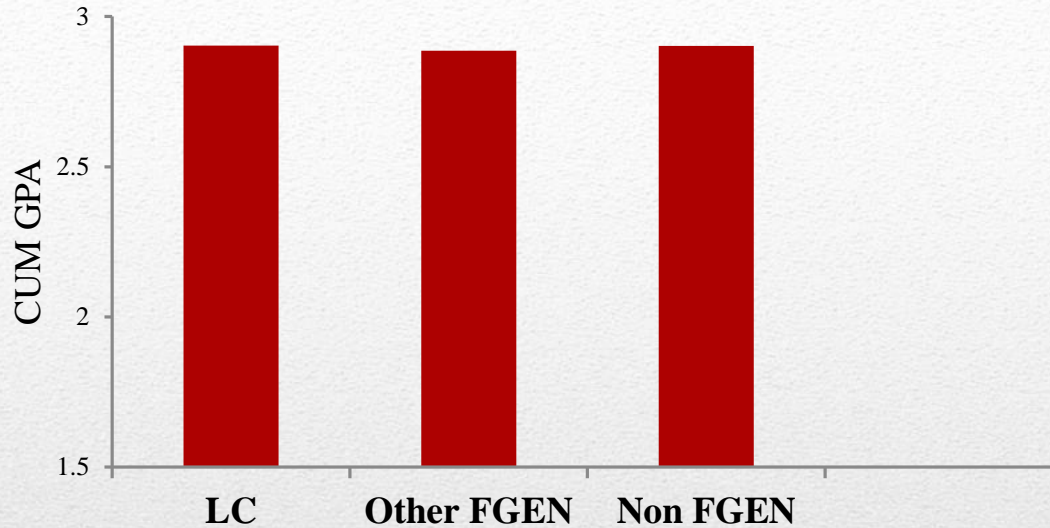


RETENTION INTO AU14



AU 12 COHORT – YEAR 2

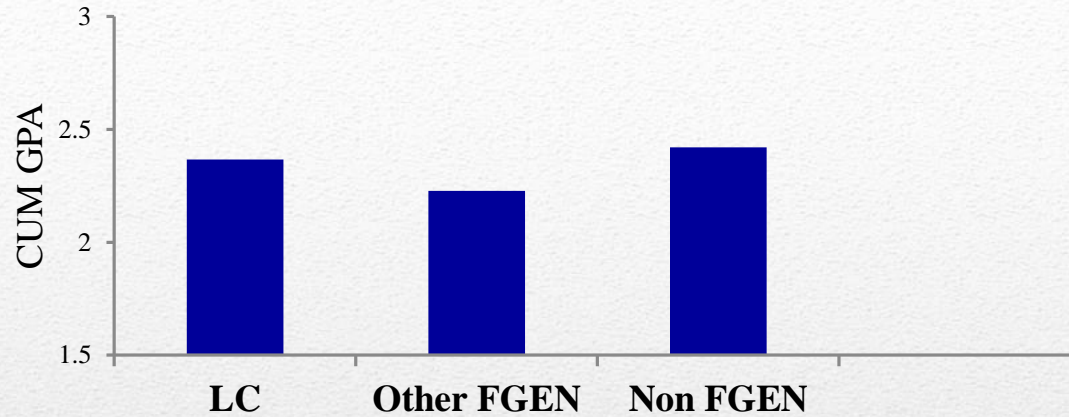
AU14 CUMULATIVE GPA



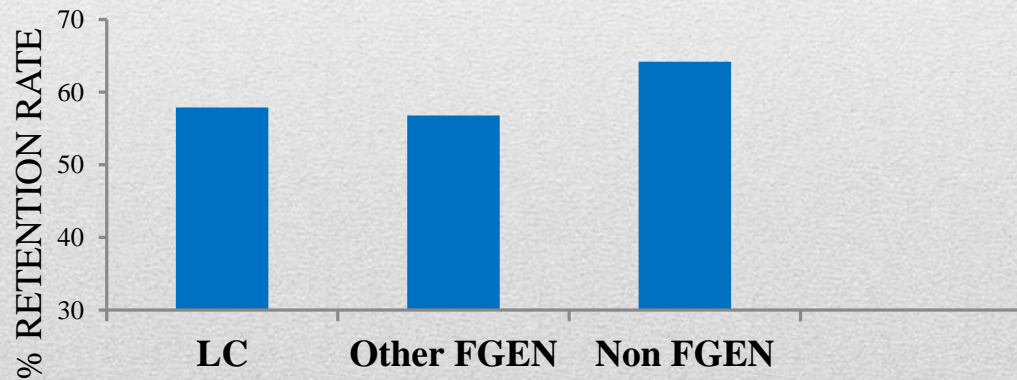
Over 3 years, Learning Community students had **higher GPAs & better retention rates** than other first generation students and comparable to non-first generation students.

AU 12 COHORT – YEAR 3

AU13 CUMULATIVE GPA

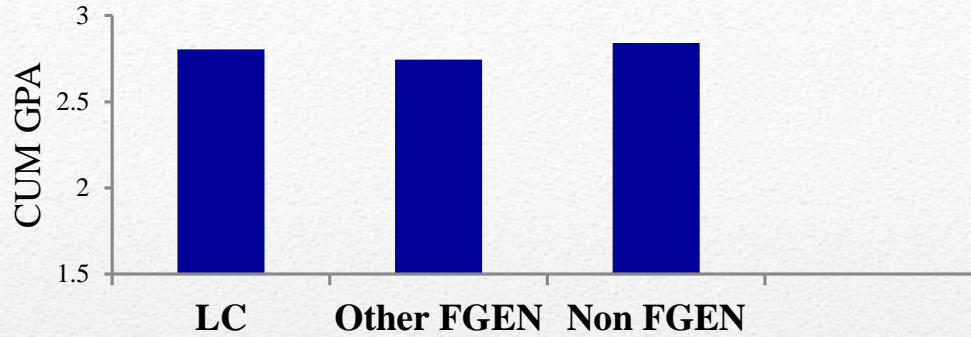


RETENTION INTO AU14



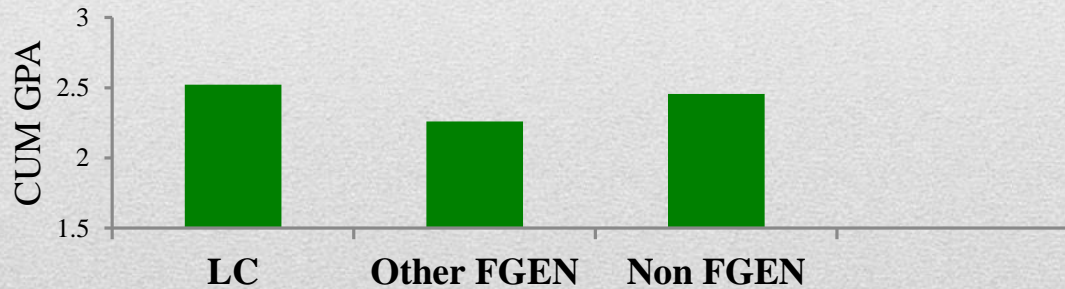
AU 13 COHORT – YEAR 1

AU14 CUMULATIVE GPA



AU 13 COHORT – YEAR 2


AU14 CUMULATIVE GPA



AU 14 COHORT – YEAR 1

- Across the three cohorts we have seen better GPA and retention rates of students who were in the Buckeye Generation Learning Community than other first generation students and comparable outcomes to non-first generation students as well.

To summarize the data



**What have we learned
and changed since
implementing the
program.**

- Questions on recruitment application for BGLC have changed to be more in-depth
 - Larger waiting list created from applicant pool
 - Instructors have varied from year to year
 - Moved 3 LC courses to autumn semester, only 1 in spring
 - Considering an adjustment to the book stipend as a result
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- Each cohort has had a different personality!
 - Rewards/incentives motivate some, not all
 - Attendance at tutoring sessions has varied across cohorts
 - Attendance at social and cultural events has varied across cohorts

- Supplemental Instruction could be used as a form of tutoring campus wide, especially for the classes most students struggle with.
- Having relationships on campus are very important to retention and growth of our students. A mentoring program for incoming freshman could help freshman get the hang of college life.
- Developing Learning Communities for particular majors would help students achieve a higher GPA, and build relationships with the peers who have the same interests and goals that they do.

How these interventions could be used for other students.

- Workshops
 - Time Management
 - Procrastination
 - Test Taking Strategies
 - Stress Management
- Partnering with the Tutoring Center
 - Marketing for more tutors.
 - Making sure students know the how to's when they need help.
- We make sure all of our LC students have the knowledge they need about the different departments on campus and what they do. It is important for our students to know we are here to help them and “there is an office for that”

How these interventions could be used for other students.

Questions?

Astin, A. (1997.) *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.

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