Presentation Overview

- The Impact of 1st Gen. Status on College Choice
- The Different Needs & Challenges of Non-Traditional Students
- The Role of Transition Programs in College Retention & Persistence
- The Role of School Counselors
- Strategies for Helping Students Find Support in the Jump from High School To College
The majority of graduating seniors in participant's high school attended a four-year university.
Sources of college-related information while in high school

- High School teachers
- High School counselors
- High School classmates
- Mother/Female Guardian
- Father/Male Guardian

- Neither NS or AZ Assurance Participant
- NS Participant and NOT AZ Assurance Scholar
- AZ Assurance Scholar and NOT NS Participant
- Both NS and AZ Assurance Scholar
Had at least one teacher or counselor advise community college attendance

- Neither NS or AZ Assurance Participant: 19.9%
- NS Participant and NOT AZ Assurance Scholar: 22.8%
- AZ Assurance Scholar and NOT NS Participant: 26.8%
- Both NS and AZ Assurance Scholar: 28.0%

Colors: Agree somewhat (green), Strongly agree (purple)
Military recruiters talked to participant about enlisting

- Neither NS or AZ Assurance Participant: 14.6% strongly agree, 24.8% agree somewhat
- NS Participant and NOT AZ Assurance Scholar: 16.1% strongly agree, 27.4% agree somewhat
- AZ Assurance Scholar and NOT NS Participant: 22.1% strongly agree, 28.8% agree somewhat
- Both NS and AZ Assurance Scholar: 31.0% strongly agree, 25.4% agree somewhat
Importance of living near home while in college

- Neither NS or AZ Assurance Participant: 13.9%
- NS Participant and NOT AZ Assurance Scholar: 25.0%
- AZ Assurance Scholar and NOT NS Participant: 22.7%
- Both NS and AZ Assurance Scholar: 16.7%

- Very important
- Essential
Culture & Connection to Home

Hesitated to leave home due to family responsibilities

- Neither NS or AZ Assurance Participant: 4.7% Strongly agree, 9.9% Agree somewhat
- NS Participant and NOT AZ Assurance Scholar: 4.2% Strongly agree, 13.1% Agree somewhat
- AZ Assurance Scholar and NOT NS Participant: 9.4% Strongly agree, 14.8% Agree somewhat
- Both NS and AZ Assurance Scholar: 9.8% Strongly agree, 15.9% Agree somewhat

Legend:
- Red: Strongly agree
- Blue: Agree somewhat
Familial income by program type

- Neither NS or AZ Assurance Participant
- NS Participant and NOT AZ Assurance Scholar
- AZ Assurance Scholar and NOT NS Participant
- Both NS and AZ Assurance Scholar

Income categories:
- Less than $12,500
- $12,500 - $24,999
- $25,000 - $49,999
- $50,000 - $74,999
- $75,000 - $99,999
- $100,000 - $149,999
- $150,000 - $174,999
- $175,000 and over
- I don't know
Family *can* afford to pay for college

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<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree somewhat</th>
<th>Disagree somewhat</th>
<th>Strongly disagree</th>
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<tr>
<td>Neither NS or AZ Assurance Participant</td>
<td>28.2%</td>
<td>34.0%</td>
<td>19.7%</td>
<td>18.1%</td>
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<tr>
<td>NS Participant and NOT AZ Assurance Scholar</td>
<td>9.0%</td>
<td>28.1%</td>
<td>27.5%</td>
<td>35.3%</td>
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<tr>
<td>AZ Assurance Scholar and NOT NS Participant</td>
<td>2.3%</td>
<td>15.6%</td>
<td>20.3%</td>
<td>61.7%</td>
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<tr>
<td>Both NS and AZ Assurance Scholar</td>
<td>2.4%</td>
<td>3.6%</td>
<td>14.5%</td>
<td>79.5%</td>
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Finances

Will work at least part-time while in college

- Neither NS or AZ Assurance Participant: 53.4%
  - Very likely: 21.0%
  - Likely: 32.4%
- NS Participant and NOT AZ Assurance Scholar: 47.0%
  - Very likely: 24.4%
  - Likely: 22.6%
- AZ Assurance Scholar and NOT NS Participant: 67.2%
  - Very likely: 25.0%
  - Likely: 42.2%
- Both NS and AZ Assurance Scholar: 49.4%
  - Very likely: 25.3%
  - Likely: 24.1%
Pre-College Environment

Racial diversity of pre-college neighborhood

- All or nearly all people of color
- Mostly people of color
- Half white and half people of color
- Mostly white
- All or nearly all white

- Neither NS or AZ Assurance Participant
- NS Participant and NOT AZ Assurance Scholar
- AZ Assurance Scholar and NOT NS Participant
- Both NS and AZ Assurance Scholar
Pre-College Environment

Racial diversity of high school

- All or nearly all people of color
- Mostly people of color
- Half white and half people of color
- Mostly white
- All or nearly all white

Legend:
- Blue: Neither NS or AZ Assurance Participant
- Red: NS Participant and NOT AZ Assurance Scholar
- Green: AZ Assurance Scholar and NOT NS Participant
- Purple: Both NS and AZ Assurance Scholar
For many non-traditional students:

- School personnel are the primary source of information on college choices, options and programs.
- Families may have little sense of what options are available to help support their child in college or how to access those resources.
- Their friends and networks of support may not follow them to college.
- College will be an environment that does not mirror the demographics of their high school.
- Work will take up significant time, limiting extracurricular options.
- Options for involvement may be unclear.
- Self-advocacy skills may be limited or they are waiting for an invitation.
Why Does This Matter to Counselors?

- As the primary source of information, you play a powerful role in establishing a student’s confidence.
- For many students, the college entrance process ends with admission which often means nothing happens from February to August.
- Parents may be unaware of programs to assist with their student’s transition into college.
Risk Factors to College Access & Participation (CC)

According to Hafner, Ingels, Schnieder, & Stevenson (1990):
- Coming from a single-parent home
- Family income of less than $15,000
- Being home alone more than 3 hours a day
- Having parents with no high school diploma
- Sibling drop out
- Limited English Proficiency

According to Swain, Cabrera & Lee (2004):
- Being held back in school
- Changing high schools more than twice
- Having a high school GPA of 2.0 or lower
- Having children while in high school

According to The CCSSE, 2005:
- Low Academic Preparation
- Delayed Enrollment
- Part-Time Enrollment
- Single-Parent Status
- Financial Independence
- 1st Generation Status
- Child-Care Responsibilities
- Working 30+ Hours a Week
According to Dougherty (1992):

- Ethnic Minority Status
- Low Socioeconomic Status
- Modest Academic Aptitude
- Lower Ambition
- Part-time Enrollment
- Lower Financial Aid
- Credit Loss in Transfer

Even when controlling for background, ability, high school record, and aspiration, community college students still receive 11-19% fewer Bachelor’s degrees than University natives.
Biggest Barrier: Lack of Academic Preparation

Qualification for Higher Education
(Source: Swail, Cabrera, & Lee, 2004)

Not Qualified
- Hispanic: 557
- White: 390
- N=1,000

Minimally Qualified
- Hispanic: 277
- White: 136

Qualified
- Hispanic: 166
- White: 474

Approximately 40% of all college students will end up taking at least one remedial course at an estimated cost to taxpayers of $1 billion.
Biggest Barrier: Lack of Academic Preparation

- The number of African American and Latino students enrolled in remedial courses is 1.5 to 2x higher than the number of White and Asian students (Shaw, 1997)
- 55-63% of students taking at least one remedial course eventually drop out of school (Hoyt, 1999)


- White: 34
- African American: 17
- Hispanic: 11

# of Bachelor's Degrees
Transition Programs support first-year students as they move into and through their freshmen year. They are designed specifically to help students understand the changing academic and social expectations of college as well as the support resources that are available at each specific university.
Types of Transition Programs

- Summer Bridge Programs
- College Success Courses & Colloquiums
- Peer Mentorship Programs
- Leadership Certificate Programs
- Career Services Programs

Other Terms for Transition Programs:
First-Year Programs, First-Year Experiences, Freshmen Support Programs, Student Success Centers, Academic Support Centers
Transition Programs: How They Help

- Help students understand the academic/social expectations of college.
- Provide a network of consistent support for students.
- Provide opportunities to socialize with students from similar backgrounds.
- Teach academic skills such as how to prepare for college-level exams, note-taking etc.
- Focus on the “whole-student” rather than just academics.
Bridge Programs

ASU University Bridge
Summer & Fall Bridge: Eligibility determined during application process and by recommendations from academic advisors. If selected during Admissions process, students must attend either Summer or Fall bridge.

STAR Program
Students must meet 1 out of 3 criteria: 1st Generation, Low-Income or Minority

New Start Summer Program
Originally exclusively for 1st generation, low-income and minority students, New Start is now available to all students.
# How Are They Different?

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<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td><strong>Eligibility</strong></td>
<td>Selected by Admissions/ Mandatory for Certain Students</td>
<td>1st Generation, Low-Income or Minority</td>
<td>U.S. Citizen or Permanent Resident</td>
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<tr>
<td><strong>Length</strong></td>
<td>5 Weeks</td>
<td>5 Weeks</td>
<td>6 Weeks</td>
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<tr>
<td><strong>Apply</strong></td>
<td>Confirm through Advisor by May 1st</td>
<td>Priority February 1st</td>
<td>Contract Due by May 1st</td>
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<tr>
<td><strong>Costs</strong></td>
<td>$100</td>
<td>Covered by FA/ Full or Partial Scholarships</td>
<td>Covered by FA or $770-$845</td>
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<tr>
<td><strong>Benefits</strong></td>
<td>Earn 7 Units</td>
<td>Earn 6 Units</td>
<td>Earn 6-7 Units</td>
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New Start Program Overview

- Earn at Least 6 Units of Academic Credit
- Peer-Lead College Success Workshops
- UA Heritage & Traditions Course
- Social & Educational Programming
- Involvement Opportunities
- On-Campus Residential Experience
A Typical Day in New Start

7:30-10:30 am: Academic Course
11:00 am-12:15 pm: H ED Workshop (Mon.-Thur.)
11:00 am-1:30 pm: UA Heritage & Traditions (Fri.)
2:00-6:00 pm: Tutoring in the Think Tank
6:00-7:00 pm: Hall Program (Tuesdays & Thursdays)
UA Transition Programs: “TBA”

- Formerly known as the MERITS Program
- Free to all incoming freshmen
- Students meet with a Peer Advisor every other week for a 1:1.
- Students meet in groups every week for college success workshops facilitated by Peer Advisors.
- Some workshop sections partner with the cultural centers to provide activities focused on the multi-cultural experience.
- For more information visit: http://transitions.arizona.edu
Program Objectives

- Ease the transition from high school to college.
- Develop an on-campus network of resources and support.
- Help students learn how to be the best advocates for their own academic success.
- Help students understand that more than a students, they’re scholars in a larger academic community and their voice counts, too.
UA Transition Programs: SSS/TRiO

- Federally-funded TRiO grant
- Supports students who are first-generation, low-income or have a disability.
- Program follow students through all four years
- Also has a component for transfer students & adult learners
- Provides many of the benefits of MERITS with the added benefits of being four years and including grad school preparation.
- For more information, visit: transitions.arizona.edu/programs/sss
Other UA Highlights & Resources

SALT Center
- Provides academic support for students with learning and attention challenges

Think Tank
- Offers tutoring, supplemental instruction, and writing assistance

UA Cultural Centers
- AASA, APASA, CHSA & NASA
- Provides a safe space for students to learn and connect with their own as well as other cultures

Center for Exploratory Students
- Advising for students who are undecided or need major exploration
TAKE HOME MESSAGE

Involvement = Retention
Resources at ASU

Student Success Center
studentsuccess.asu.edu

Home to: Tutoring Services, Success Courses, and University Bridge Programs as well as the Writing Center and academic refresher programs.
Resources at NAU

Multicultural Student Center
www.nau.edu/mcs
Administers the STAR PROGRAM

Student Learning Centers
http://home.nau.edu/edsup/slc/
Provides tutoring, supplemental instructor, and peer mentorship

Gateway Student Success Center
www4.nau.edu/gateway
How You Can Make a Difference

- Have Students Explore Support Programs and Involvement Opportunities as Part of the College Search Process
- Help Students Create a 4 Year Plan (yes…another one)
- Ask Alumni What Programs They Used Their First Year
- Create a “What’s Next” Board in the Counseling Center
- Include More than Admissions in Your Next College Fair
- Have Students Explore Summer Opportunities (Early Spring)
- Don’t Have Time?: Send a Congratulations Packet!
How You Can Make a Difference

- Get on Mailing Lists/Listservs for University Departments
- Have Student Aids (if available) Research Interesting Programs on Campus
- Encourage students to begin planning for student involvement
  - Emphasize the importance of student involvement opportunities in college choice
  - Teach students how to research and discover various campus student services
- Advocacy & Self-Advocacy
  - Research and promote student involvement opportunities and student support services for students
  - Keep yourself current on college trends, particularly at the local level
  - Help students connect to college personnel BEFORE they leave high school
- When it comes to technology, SHOW don’t tell-College uses technology very differently from many high schools.
Questions?

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