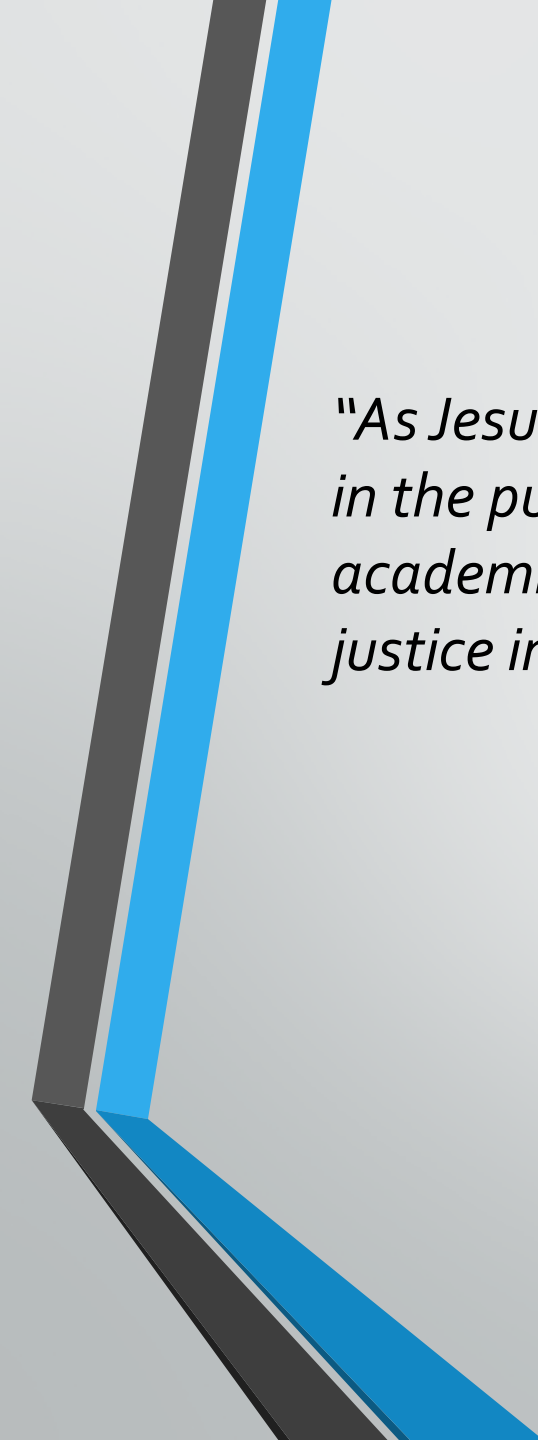




# ***Inclusive Teaching and "College Knowledge"***

**Robert J. Helfenbein**  
**Associate Dean, School of Education**  
**Interim Chair, Teacher Education Department**



*"As Jesuit higher education, we embrace new ways of learning and being formed in the pursuit of adult solidarity; new methods of researching and teaching in an academic community of dialogue; and a new university way of practicing faith-justice in society."*

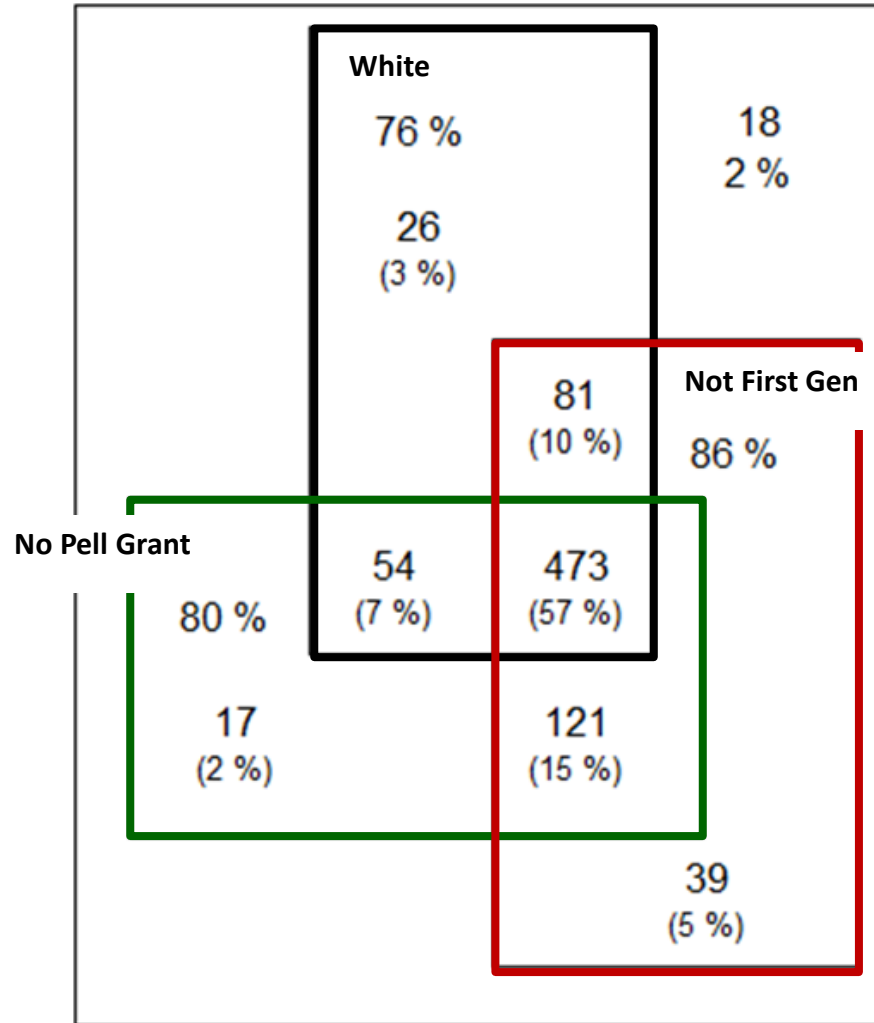
*(Jesuit General Peter-Hans Kolvenbach, 2000;  
excerpted from Loyola Core Values Statement)*

Socio-Economic Diversity									
% of Undergraduates Who Are on Pell Grants									
		2008	2009	2010	2011	2012	2013	2014	2015
Loyola		9%	12%	14%	14%	15%	16%	15%	
Catholic Comp Group		11%	13%	16%	16%	15%	15%	NA	
Source data: IPEDS									

ALANA - % of UGs									
		2008	2009	2010	2011	2012	2013	2014	2015
Loyola		12%	12%	14%	16%	18%	20%	20%	
Catholic Comp Group		17%	17%	17%	16%	17%	17%	NA	
Source data: IPEDS									

ALANA - % of GRs									
		2008	2009	2010	2011	2012	2013	2014	2015
Loyola		17%	17%	18%	19%	21%	23%	24%	
Catholic Comp Group		13%	12%	14%	17%	15%	15%	NA	
Source data: IPEDS									

## 2013 Cohort



N = 829

A white  
B notfgc  
C nopell

% of total (% in area of total)


28 Apr 2014

File: C:\Cohort Files\fall 2013 cohortvenndata.dta (Cr.)

# First Generation College Students— Overview

- First-generation students:
  - Comprise 34% of the population at colleges and universities nationwide.
  - Are more likely to be racial/ethnic minorities, be low-income, and have dependent children.
  - Enroll in and graduate from college at significantly lower rates than their second- and third-generation peers.
- 85% of second- and third-generation students attempt college after high school
  - 47% of first-generation students attempt college after high school
- 68% of second- and third-generation students graduate with a bachelor's degree within 8 years
  - 26% of first-generation students graduate with a bachelor's degree within 8 years

**First-Generation Undergraduates  
% of Incoming Class**

	Trend Line	2008	2009	2010	2011	2012	2013	2014	2015
<b>Loyola</b>		13%	14%	11%	14%	13%	11%	17%	

Source data: Based on those who completed a FAFSA

# “Best Practices” for attracting, retaining, educating, and graduating 1<sup>st</sup> Gen Students

- Identify, actively recruit, and continually track first-generation students
- Bring them to campus early
- Focus on the distinctive features of first-generation students
- Develop a variety of programs that meet students' ongoing needs
- Use mentors
- Institutionalize a commitment to first-generation students
- Build community, promote engagement, and make it fun
- Involve family (but keep expectations realistic)
- Acknowledge, and ease when possible, financial pressures
- Keep track of your successes and failures

# Generalized Support Services Supported by Research Studies

- Mentorship: Group mentorship model found to be effective
- Intrusive Academic Advising
- Learning-living Communities
- **Faculty Academic Mentorship**
- Social Activities that build community among FGC students
- **Academic Activities with specific focus on stress management, time management, study skills, etc...**
- Emphasis on the freshman college experience—front loaded intervention support services
- **Collaborative support services, integrating as many departments on campus as possible**
- Family/Parent engagement and informational support services geared toward FGC parents and families
- Community service projects within local and campus community
- **Leadership development through formal and informal opportunities**
- Career counseling to explore majors, disciplines, and professions



# *What Works*

- **Outside of the classroom**
  - Ensuring that students are socially integrated
  - Providing intensive, holistic support services
  - Forming authentic relationships between students and staff
  - Recognizing and celebrating diversity
- **Within the classroom**
  - Ensuring that students form relationships with faculty and feel appreciated as individuals
  - Recognizing the unique circumstances of first-generation students and allowing flexibility as appropriate
  - Focusing on improving reading comprehension, critical thinking, and mathematical abilities

# Questions for Us

**Key:** *a threaded approach combining 1) academic support, 2) social support, and 3) classroom instructional strategies*

- What do we know about the experiences of first-generation college students at Loyola?
- In what ways can we support the success of first-generation college students at Loyola?  
Institutional support? Faculty development?
- In what ways can we support cultural competence in our staff, administration, and faculty?





**Q & A**

