First-Year, First-Generation Academic Self-Efficacy and Outcomes of an Extended Learning Community

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Student Affairs - Support Services

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Secondary Education & Leadership

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Liberal & Applied Arts
Institutional Overview

• 4- Year Regional Public University
• Rural

Fall 2013
• 12,800 total enrollment
• More than 11,000 (86%) Lumberjacks are Undergraduates.
• Approximately Half of students self identify as First Generation Students.
Lumberjacks by Gender & Ethnicity

The Lumberjack gender ratio is: 1.0 male to 1.8 females.
GenJacks’ Home Town

Percentage of Enrolled Students by County Residency Distance

Outside Texas 3%
500 Miles or more 1%
400 Miles 1%
300 Miles 4%
200 Miles 57%
100 Miles 34%
## Employee Characteristics, Fall 2013

<table>
<thead>
<tr>
<th>Appointment</th>
<th>Faculty</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>538</td>
<td>936</td>
<td>1,474</td>
</tr>
<tr>
<td>Part-time</td>
<td>94</td>
<td>86</td>
<td>180</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>632</strong></td>
<td><strong>1,022</strong></td>
<td><strong>1,654</strong></td>
</tr>
<tr>
<td>FTE</td>
<td>605</td>
<td>995</td>
<td>1,600</td>
</tr>
</tbody>
</table>
Program Rationale

• Start Strong
  – Focusing attention on the first weeks of college ensuring that students’ earliest contacts will incorporate experiences that foster personal connections and enhance their chances of success.

• High Expectations and High Support
  – Setting a high standard and then giving students the necessary support — academic planning, academic support, financial aid, and so on makes the standard attainable.

• Intensive Student Involvement
  – Promoting student involvement is the overarching feature of successful program design, colleges must make involvement inescapable for their students.

  Tinto (2012)
GenJacks Staff

- Osaro E. Airen: Director of Multicultural Affairs
- Stephanie Applewhite: Doctoral Student, Ed.D Program
- Binta Brown: Director of Career Services
- Emily Faulkner: SFA 101, Student Instructor
- Griselda Flores: Assistant Director of Multicultural Affairs
- Marc Guidry: Associate Dean, Liberal & Applied Arts
- Olegario Madera: Gear Up Outreach Coordinator
- Annie Schroeder: Master’s Student, MSW Program
- Michael Walker: Ast. Dean, Student Affairs-Support Services
GenJacks’ Partners

FALL 2013 AXCEL MENTORING PROGRAM KICK-OFF

Our Tools. Your Future. START NOW!
Click on one of the buttons below for direct access to our request forms for the following services:
- Career Appointment
- Mock Interviews
- ASAP
- Jobs4Jacks
- Workshops & Presentations
- Resume Critique
- Career Fairs
- Business Cards
- Job Search

EAST
Cultivating Early Awareness and Readiness for Undergraduate Programs
School • Business • Community
Parents • Students • Post Secondary Education

Texas Gear Up Project

SFA
GenJacks Class of 2018
High Impact Practices

*Kuh & O’Donnell*

- First Year Seminars
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Undergrad Research
High Impact Practices

Kuh & O’Donnell

- Collaborative Assignments/Projects
- Diversity and Global Learning
- Service Learning
- Internships
- Capstone Courses & Projects
Program Characteristics

• Linked courses:
  – English Composition (MWF-8:00)
  – General Psychology (MWF-9:00)
  – First Semester Seminar (TTr-12:00)

• Looped Mentoring:
  – Mentee: AXcel mentor (OMA)
  – Mentor: to local high school students participating in East Texas GEAR UP

• Extended Learning Community
Extended Learning Community

- 1\textsuperscript{st} Fall Semester - 3-Linked courses
  - 2 core classes (6-7hrs)
  - Freshman Seminar (1hr*)
- 1\textsuperscript{st} Spring Semester -
  - SFA 110, Career Development (1hr*)
- 2\textsuperscript{nd} Fall Semester
  - SFA 250, Professional Internship (1hr*)

* Satisfies General Education Elective
GenJacks’ High Impacts

- Extended Learning Community—1st year seminar to 2nd year internship
- Common theme: Perseverance
- Writing intensive or math intensive
GenJacks’ High Impacts

- Collaborative research paper/math & science project
- Service learning component: Mentoring GEAR UP students
- Professional Internship in Sophomore Year
GenJacks by the Numbers

- **Gender**
  - 9 Males
  - 14 Females

- **Ethnicity**
  - 9 - White/Non-Hispanic
  - 3 - Black/African-American
  - 10 - Hispanic

- **Language/ESL***
  - 8 – ESL
  - 1 – multilingual
Academic Self-Efficacy (CASES)

<table>
<thead>
<tr>
<th>T1-Cases</th>
<th>T2-cases</th>
<th>T3-Cases</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.60</td>
<td>3.58</td>
<td>3.90</td>
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</table>
Fall GPA

<table>
<thead>
<tr>
<th>GPA</th>
<th>Overall</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.68</td>
<td>2.75</td>
<td>2.64</td>
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</table>
Average Hours Attempted/Earned

![Bar chart showing average hours attempted/earned for different terms and genders.](chart.png)

- Ahrs_F14
- Ehrs_F14
- Sp_15

Legend:
- total
- Male
- Female
How academically difficult do you perceive college will be for you? (N=847)
All First Gens

How academically difficult do you perceive college will be for you? (n=404)
GenJacks

How academically difficult do you perceive college will be for you? (n=23)
Qualitative Themes that Emerged

- Fear - Separation from Family
- Family - Transitioning
- Hope - Transitioning progressing
- Ownership/Empowerment - Incorporation beginning to emerge
Qualitative Themes that Emerged

• **Fear:** "It is kind of like walking through a parking lot at night. You reach for your keys in your purse while you continuously scan your surroundings to avoid impending danger" (GenJacks Female).

• **Family:** "Holding onto the things I had at home have had a negative impact on my transition into college. I am having a harder time adapting to college life than I presumed; it is extremely hard for me to let go of the life I had back [home]" (GenJacks Female).
Qualitative Themes that Emerged

• **Hope:** "My current adventure as a college student is my initial step for a bright future. I am so proud of being at the position I am here today. As to my family members, I am now their primary example of making things possible. As of my experience at SFA, I will take advantage of the help that is offered to succeed" (GenJacks Male).

• **Ownership/Empowerment:** "I have such high expectations for myself that every minute counts when it comes to success" (GenJacks Female).
Looking Forward

- Expansion to STEM Cohort in Fall 2015
- Anticipated Business Cohort Fall 2016
- TRIO SSS Grant Submitted
  - Expand to 140 students Fall 2015
Questions / Contact Information

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Video Links

- https://www.youtube.com/watch?v=OfABC0t-eW8
- https://www.youtube.com/watch?v=M9tnhU0zeP0&list=LLeNx9_3nfbz9_mmD8CVdPIQ
- https://www.youtube.com/watch?v=l1l3mrfb__k&list=LLeNx9_3nfbz9_mmD8CVdPIQ
- https://www.youtube.com/watch?v=M9tnhU0zeP0&list=LLeNx9_3nfbz9_mmD8CVdPIQ