High Impact Practices:
Curricular and co-curricular activities that support the retention, civic engagement and achievement of first-generation college students
Today’s Experts

UC San Diego
David Artis, Ph.D

UCSF
Laura Wagner, Ph.D, RN, GNP, FAAN

UCLA
La’Tonya Rease Miles, Ph.D
Context for High Impact Practices for First-Gen Students

Dr. Laura Wagner
Association of American Colleges and Universities: HIP Examples

1. 1st year seminars and experiences
2. Common intellectual experiences (core integration)
3. Learning communities
4. Writing intensive courses
5. Collaborative assignments and projects
6. Undergraduate research
7. Diversity/global learning
8. Service learning, Community-based learning
9. Internships
10. Capstone courses and projects
Benefits

- Enhanced engagement
- Gains in learning
- Boost in performance (esp. underserved)
- Higher persistence
- Higher graduation rates
Benefits

- **High-Impact Educational Practices (Kuh)**
  - Treating HIPs as a set of effective tools rather than as discrete experiences, faculty, administrators, and other campus professionals could begin to conceptualize the *collective* impact these practices have on indicators of student success and learning.
  - Explored relationships between participation in HIPs and underserved student success.
Benefits

Average Boost in Deep Learning Experiences and Self-Reported Gains with Multiple High-Impact Practices (HIPs) vs. No Participation

- However, increasing # of HIPs is not an effective approach to scaling.

(Finley & McNair, 2013)
Editorial Criticism: Inside Higher Ed April 2018

- HIPs may not lead to increased graduation rates
- What makes sense vs. quantity of HIPs
- Early years vs. final years
- Student research participation

Questions to Consider:

• How do rates of HIP participation differ among students from various FG2C groups?
• How does participation in HIPs and in various numbers of these practices affect students’ perceptions of their learning?
• What is the effect of participation in multiple high-impact practices on students’ perceptions of their own learning (e.g., persistence)?

(Finley & McNair, 2013)
Assessing Equity in HIPs Toolkit

1. What high-impact practices do we use?

2. Is access to and participation in high-impact practices equitable across different racial and ethnic groups?

3. In what ways are high-impact practices responsive to the cultures and experiences of students from different racial and ethnic groups?

4. Do we continuously monitor racial and ethnic equity in high-impact practices, and in what ways?

(Copyright: The Center for Urban Education at the University of Southern California)
Today’s HIPs

1. LT: The UCLA Symposium
2. David: UG Research
3. Laura: Professional School Success
Institutional Commitment to Support First-Gen Students and Outcomes that Pave the Way for HIP Practices

Dr. La Tonya Rease Miles
First-generation students at UC

UC San Diego Price Center  #FirstgenCon2018
SAMPLE WORK GROUPS

● CURRICULUM
● ALUMNI RELATIONS
● CAMPUS TOURS/ADMISSIONS
● FACULTY ENGAGEMENT
WE NEED YOU
First-generation students at UC
FIRST TO GO ABROAD

Thursday, Oct. 19 | 6 p.m. - 7 p.m. | Tom Bradley Hall AB

Get on board with study abroad!

This event is designed especially for first-generation students who are curious about studying abroad during their undergraduate career. Note: “first-generation college student” is identified as a student whose parent/guardian have not received a four-year U.S. bachelor’s degree.

You’ll learn about:
• 100+ programs available to UCLA students
• funding resources
• application processes
• how to have this conversation with your parent or guardian

Open to first-generation students only.

RSVP to confirm your attendance!

[website link]

Presented by:

UCLA

STUDY ABROAD
First-generation students at UC
How to Create Campus Buy-In

- Create a shared definition of “first-generation college” . . . and then move on
- Collect quantitative and qualitative data
- Share stories
- Create partnerships (faculty, Alumni Affairs, library, financial aid, etc.)
- Pay attention to marketing and branding
Undergraduate Research for First-Gen Students
Dr. David Artis
BROADENING HORIZONS FOR FIRST GENERATION STUDENTS

Dr. David Artis, Dean of Undergraduate Research Advancement
Director of Academic Enrichment Programs
AEP PROGRAMS & CONFERENCES

Programs
- Faculty Mentor Program (FMP)
- Chancellor's Research Excellence Scholarships (CRES)
- McNair Scholars Program
- National Action Council for Minorities in Engineering (NACME)
- National Competitive Scholarships (NCS)
- Summer Research Programs (SRP)
- Undergraduate Research Scholarships (URS)
- UC Scholars

Conferences
- Conference for Research in the Arts, Social Sciences, & Humanities (CRASSH)
- FMP Symposium
- CRES Symposium
- Undergraduate Research Conference (URC)
- Summer Research Conference (SRC)

UC San Diego
WHY DO STUDENTS GET INVOLVED IN RESEARCH?

- Mentorship
- Scholar Community
- Grad School Prep
- Academic Resources
- Experience
HOW DO WE PROVIDE THESE SERVICES TO FIRST GENERATION STUDENTS?
IDENTIFYING AND RECRUITING FIRST GENERATION STUDENTS

- Have a mission to find first generation students
- Target key populations within university
- Advertising different research opportunities in all academic fields
DIRECTING TO APPROPRIATE PROGRAM

- Matching student research interests with appropriate programs
- Encouraging students to explore if uncertain of interests
CONNECTING TO MORE POSSIBILITIES

• Students will often apply to more of our programs
• Apply and participate in national conferences
• Grad school prep
BUILDING RELATIONSHIPS

- Faculty mentor and students
- Scholar community
- Student remain affiliated with the AEP Office and other research opportunities on or off campus
And there’s a million things I haven’t done
But just you wait, just you wait…
CONTACT US

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Phone: (858)-822-4161

Academic Enrichment Programs
Email: aep@ucsd.edu
Phone: (858) 534-1774
HIPS in the Professional Schools
Dr. Laura Wagner
Objectives:
At the conclusion of this presentation, participants will be able to:

1. Identify the importance of cultivating the careers of First Gen students who are attending graduate/professional school.

2. Propose ideas on how faculty champions might implement a program in their professional school.
Examples of UC Professional Schools

- Architecture
- Business
- Engineering
- Journalism
- Law
- Social Work

- Health Professions
  - Nursing, Medicine, Dentistry, Pharmacy, Physical Therapy, Public Health, Optometry
The future: Increasingly diverse population

Racial/ethnic minorities comprise 37.9% U.S. population. 

2014

90% population growth among people of color. 

2042

Approximately 72 million Americans will be 65 years and older. 

2030

42% U.S. population growth: 439 million residents. 

2050
Figure 1

Distribution of U.S. Population by Race/Ethnicity, 2015 and 2045

2015 Total = 321.4M
- White: 62%
- Hispanic: 18%
- Black: 12%
- Asian: 5%
- Other: 3%

2045 Total = 389.4M
- White: 49%
- Hispanic: 25%
- Black: 13%
- Asian: 8%
- Other: 5%

NOTES: All racial groups are non-Hispanic. Other includes Native Hawaiians and Pacific Islanders, Native Americans/Alaska Natives, and individuals with two or more races. Data do not include residents of Puerto Rico, Guam, the U.S. Virgin Islands, or the Northern Mariana Islands.

Despite Progress, Nursing Workforce Diversity Falls Short

2014 RN Workforce

- White: 73%
- Men: 10%
- Other*: 1%
- African American: 11%
- Hispanic: 7%
- Women: 90%

2014 U.S. Population

- White: 62%
- Women: 51%
- Men: 49%
- Other*: 4%
- Asian: 5%
- African American: 13%
- Hispanic: 17%

*Other includes Alaska Native and American Indian (<1%), Pacific Islander (<1%), RNs of more than one race (1.3%), and RNs of unknown race or ethnicity (1.6%). Numbers may not equal 100 percent due to rounding.

Data Sources: U.S. Census Bureau 2014 American Community Survey and 2014 QuickFacts.
The Challenge

Nursing Workforce

~

Not mirroring the population = Impact on Health Outcomes
The Solution: FirstGenRN

Why?
• High rejection rate
• High NCLEX-RN failure rate
• LOAs, etc.
• Financial and Family
  ↓
  • Strength-based
  • “You belong here”
  • Better health outcomes

How?
• UCSF Innovations Funding for Education
  (July 2017-June 2018)
• Collaboration with campus level
FirstGenRN students are shaped by interactive life experiences...

- Social Class
- Economic Environment
- Community & Resources
- Race & Ethnicity
- Gender
FirstGenRN Program

• Launch: October 2017
• 85 students (~20-30 attend sessions)
• Held quarterly sessions: giving back to your community, time management, writing support and how to work with an editor
• Faculty Development workshop: June 4, 2018
• Data Collection: Demographics, persistence (“grit”), and stress
• Qualitative Data:
  “It means that I will be paving my own path, with the hope that family/friends/colleagues will be supportive. Almost everything is a new experience...Despite the challenge that comes with this label, I cannot help but feel proud to be a FG2C, and to be breaking barriers as well as paving the path for future generations.”
# Student Learning Community

<table>
<thead>
<tr>
<th>Theme</th>
<th>12 Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Family</td>
<td>(1) caring for our underserved communities</td>
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<tr>
<td>(2) “Fun”</td>
<td>(2) “managing a panel of patients”; (3) time management, organization;</td>
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<tr>
<td></td>
<td>and taking care of ourselves</td>
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<tr>
<td>(3) Finance</td>
<td>(4) applying for nursing scholarships; (5) investing and financial</td>
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<tr>
<td></td>
<td>management for the future</td>
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<tr>
<td>(4) Faculty</td>
<td>(6) what is mentorship?; (7) receiving and giving constructive feedback</td>
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<tr>
<td>(5) Finish</td>
<td>(8) professional development; (9) successfully completing nursing school,</td>
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<tr>
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<td>writing support</td>
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<tr>
<td>(6) Future</td>
<td>(10) alumni networking; (11) passing the certification and licensure exams</td>
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<tr>
<td>(7) Fellowship</td>
<td>(12) collaborative and interprofessional</td>
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<td></td>
<td>leading and interprofessional care in caring for the underserved.</td>
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</tbody>
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Faculty Development Workshop:

From Application to Graduation and Beyond: Supporting the FirstGenRN Community

• Admissions
• Identification
• Continued Mentorship
• Graduation
Visibility Campaign

Laura Wagner, RN, PhD, FAAN
UCSF Associate Professor of Nursing
Reward: Inclusive campus and a diverse nursing professional workforce
Question and Answer