# ANALYSIS SUMMARY

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September 7, 2019
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# Analysis of First-Generation College Students

First-generation college students (FGCS) experience the transition to college different than students who have a parent or guardian that attended a four-year institution.

## Performance Assessment

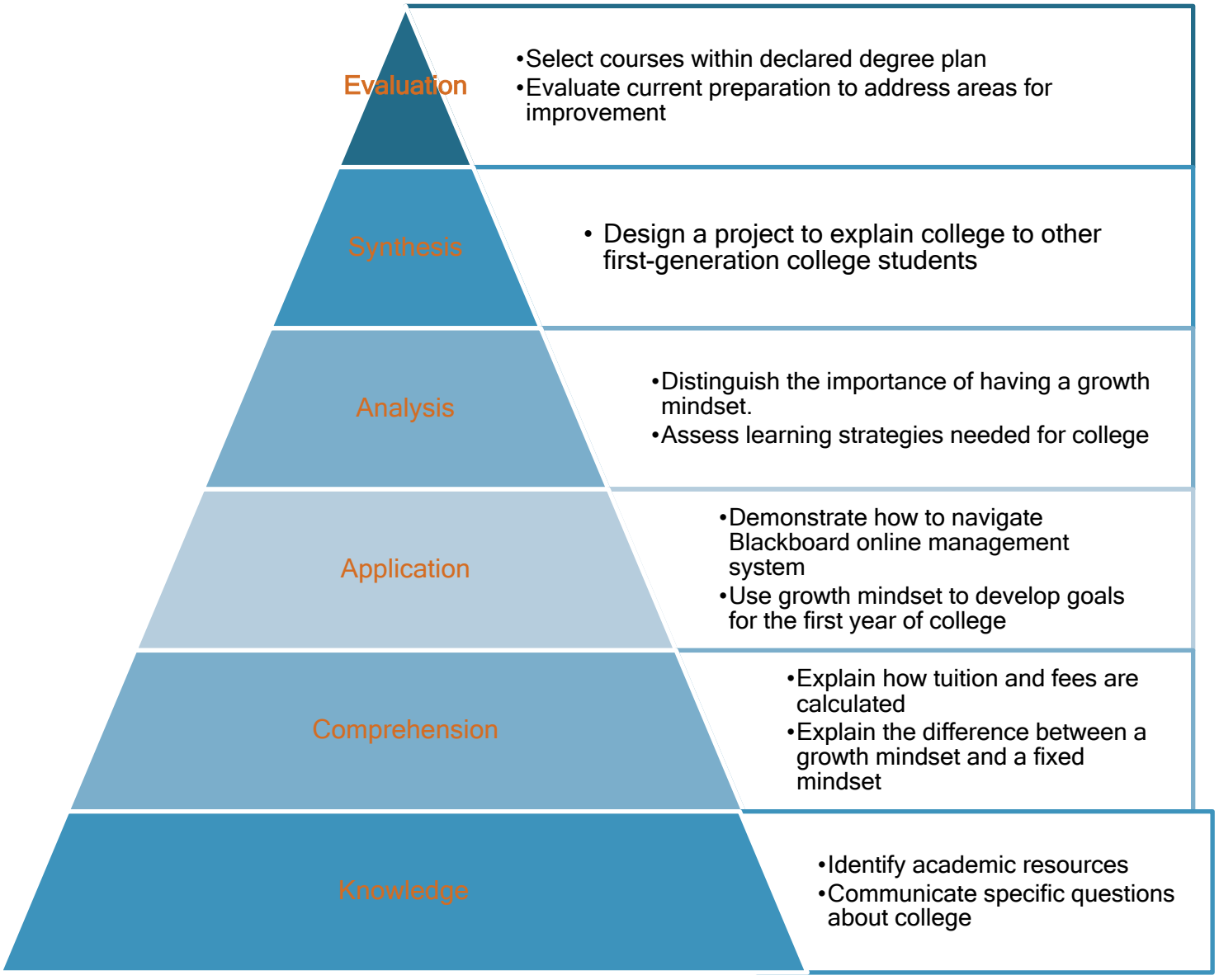
| ***Actual Performance*** | ***Desired Performance*** | ***Primary Cause*** | ***% of Total Discrepancy*** |
|---|---|---|---|
| FGCS are not prepared for self-regulated learning environments. | FGCS set realistic goals for their first semester and develop a plan of action to be successful. | • Depend on high school personnel for guidance.<br>• Do not take risks and set goals because of fear of failure. | |
| FGCS have less core academic preparation. | FGCS demonstrate strong math, reading and writing skills and enroll in college-level courses instead of developmental courses. | • Do not realize importance of Advanced Placement and dual-credit courses in high school.<br>• FCGS parents less likely to demand their child take AP or dual-credit classes.<br>• Low-income areas do not have the best access to technology and high quality teachers. | |

## Purpose Statement

The purpose of the summer bridge is to provide modules with assessments, videos, and skill-building activities to assist first-generation college students with their transition to college.

## List of Instructional Goals

At the end of the summer bridge students will be able to:



## Learner Audience Profile

Learner Group: First-generation college students who will enter their first semester of college.

Characteristics: The ages can be as young as 17 years old and range into middle-aged adults, but most likely students will be between 17-20 years old. As a first-generation college student, they will not have any prior knowledge or exposure to a four-year university from their parent's. The demographics can be varied, but most first-generation college students are minorities and/or low-income.

Numbers: The average class size will have a maximum of 25, face-to-face, for math sections and 15, face-to-face, for English sections. The classes will include an additional 10 for math and 5 for English for online students.

Location: Students will be in courses at a university, so the location will be the classrooms on the university campus. Online students will video conference in the face-to-face class to live stream the sessions for the day. All students will access online assignments through Blackboard.

Experience: Learner experience will vary in multiple ways including access to technology, ability to navigate technology, and content specific information. The course structure with modules will create a scaffolding approach to allow students to build their digital competency in college as they complete assignments each week.

Attitude: Learners will complete the Learning and Study Strategies Inventory (LASSI) during the summer bridge which assesses attitude. The first module will introduce the concept of Grit and growth mindset to allow students to assess their attitude and make goals to assist them over the course of the summer bridge and in anticipation of their first year of college.

Skills Related to Delivery Mode: There is no prior skills needed or required to complete the summer bridge successfully. Learner digital literacy will assist with any frustration and delay in completing assignments. Each module will have built in instructions to assist students with identifying where specific course content is and how to access it.

## Required Resources

| Content | Technology | Facilities | Human Resources |
|---|---|---|---|
| • YouTube videos to provide explanation and illustration<br>• Learning Study Strategies Inventory (LASSI)<br>• Career Cruising<br>• Financial Aid tuition information<br>• Pre-existing information from department brochures and website | • All learners will be used a laptop if they do not already own one.<br>• Learners will access weekly modules through Blackboard, learning management system.<br>• WebEx video conferencing tool will be utilized to livestream sessions.<br>• WebEx will be used by learners outside a 50-mile radius to login. | • Classroom with audio/visual access.<br>• Flexible classroom space to allow for group discussions and breakout activities. | • Higher education advisor or student support advocate.<br>• Peer mentors will be assigned to learners to assist with transition and ensure learners do not fall too far behind.<br>• Instructional designer needed to design module content to be visually appealing and engaging.<br>• Someone must be experienced with an iPad Pro or Surface Go to provide academic assistance to online students through WebEx whiteboard. |

## Probable Delivery System

*Option A*:
The course content will mainly be delivered as a hybrid course with face-to-face and blended approach. Students that live outside a 50-mile radius will live stream into the class each day. Students will mute their microphones during instruction but will have their video up. During class discussions, students will unmute their microphones and join the class discussion. By providing an online option, families save the cost of living on-campus for the duration of the summer bridge. If a student calls in sick, they are able to keep up with the class by live streaming in for the day.

*Option B*:
The course content will be available as an e-learning course for all incoming students, first-generation or not to provide specific information related to starting the university. Faculty will pre-record the lecture so the modules are accessible at any given starting point. In order to register for classes for the fall, students must complete 80% of the modules. By completing the modules, families would save money because they would not have to visit for orientation to learn about IT, Blackboard, and campus resources.

## Project Management Plan

Initiation: Higher education advisors and first-year learning community instructors will be the content experts working with the instructional designer to develop engaging content. Peer mentors will contribute modern-day methods to engage students and develop 21st century essential skills.

Planning: Research first-generation college student obstacles as well as top questions first-generation college students have. Develop outline of the modules and group similar concepts together. Scaffold the modules so students build their knowledge-based week by week. Peer mentors will complete prototype and draft simulations to identify length of time for students. The goal is to address key topics but not to overwhelm the students.

Execution: The largest tasks within the execution is uploading all modules, content, assignments, discussion forums, and supplemental documents into Blackboard. Once the content is uploaded it will need adaptive releases to allow students to only view the module information for the module they are currently working on. Feedback with students on a weekly basis allows for modifications to be done and an assessment of student knowledge before the next week begins.

Closure: The goal is to develop an online module available for first-generation college students, incoming students, and transfer students that allows them to learn about successful student habits and navigating the university campus. The modules would be available through the new student programs office and monitored by enrollment management through a dashboard for student's enrollment process. Increase ability to provide information to new students with minimal cost to students, their families or the university with staffed orientation events.