



Connecting with First Generation College Students

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UNIVERSITY
OF
CALIFORNIA

"The distinctive mission of the University is to serve society as a center of higher learning.... That obligation, more specifically, includes undergraduate education, graduate and professional education, research, and other kinds of public service..."

- From the University of California Academic Plan, 1974-1978



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The California Master Plan for Higher Education of 1960 established that the top 12.5% of California High School graduates were ensured admission to a UC campus.

Students must perform well within certain course requirements and required standardized tests in order to be eligible for admission to a UC campus.



UC Berkeley is the most competitive public University in the United States:

2014 UC Berkeley Admissions Data:

Freshmen

- 73,774 Applications
- 13,324 Admits,
- 18.1% Admission Rate

Transfer

- 16,613 Applications
- 3,825 Admits
- 28% Admission rate

There are 25,951 undergraduates enrolled at Berkeley.



Registered Undergraduate Headcounts by EOP Criteria (Spring 2014):

| | | |
|--|---------------|----------------------------------|
| Low-Income | 8628 | 34% of total registered |
| First Generation College | 7382 | 29% of total registered |
| Underrepresented | 4308 | 17% of total registered |
| Total EOP Eligible (above 3 criteria minus overlap) | 11,954 | 47% of total registered |
| <i>Both Low-Income and First Gen</i> | <i>5070</i> | <i>20% of total registered</i> |
| <i>Both Low-Income and Underrepresented</i> | <i>2843</i> | <i>11% of total registered</i> |
| <i>Both First Gen and Underrepresented</i> | <i>2707</i> | <i>10.6% of total registered</i> |



Percentage of Berkeley Undergrads Considered EOP

47%

11,954 Current Undergraduates are Considered EOP



3.03 GPA



36.2% of all New Students



7 Academic Counselors



EOP was launched at UC Berkeley in 1964 to serve the needs of low-income California residents who were the first in their families to attend college.

Today, EOP offers:

- Academic Counseling
- Peer Academic Counseling
- Targeted programming and limited supplemental financial support



EOP Applies an “Aspirational Academic Counseling Framework”

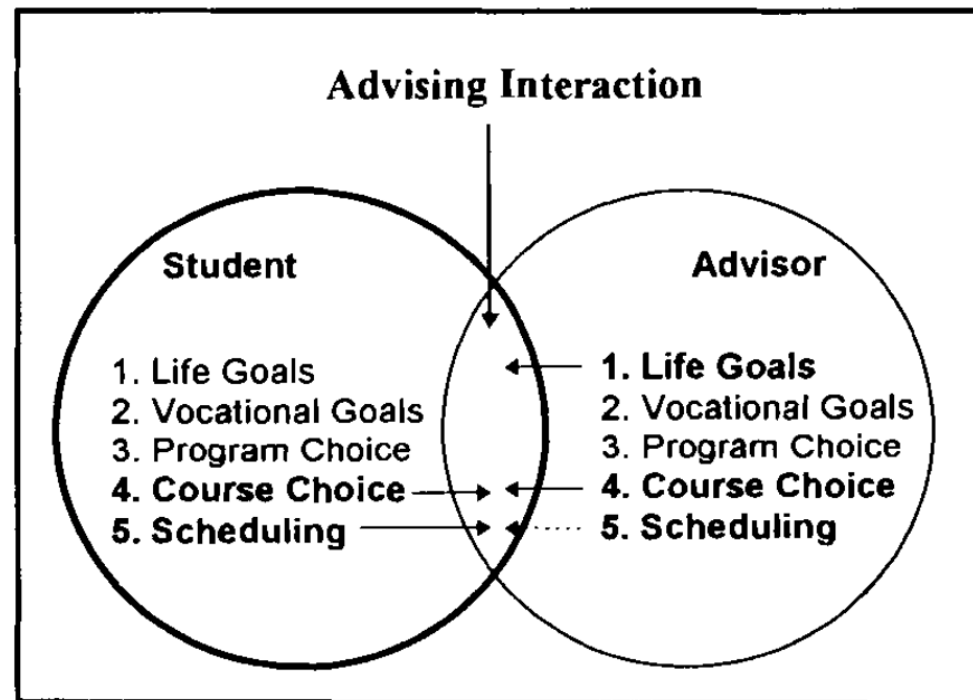
Aspirational Academic Counseling empowers non-traditional students with a sense of belonging and ownership of their college experience. Built on a commitment to educational equity and justice, counselors practice a holistic, multicultural, and comprehensive approach individualized for each student's unique needs. With a focus on three core areas of transition, aspirational academic counseling sees students as partners in a developmental journey towards academic, professional, and personal life goals. Building on distinct strengths honed by students prior to their arrival to the University, counselors challenge students to establish new paradigms of achievement and success for themselves and their communities.

Based on 5 core approaches/theories:

- 1. Developmental Academic Counseling Model**
- 2. Schlossberg’s Transition Theory**
- 3. Social Justice Framework**
- 4. Multicultural Counseling and Therapy**
- 5. Yosso’s Cultural Wealth Model**

1. Developmental Academic Counseling Model

Comprehensive approach that is anti-prescriptive and considers the advisor/student relationship as a partnership. Involves the exploration of life goals, career/professional goals, and academic planning. This model is based on the work of Terry O'Banion (1972) and a popular variation is the “Integrative Advising” model.



2. Schlossberg's Transition Theory



A theory that views the college experience as a combination of three types of transitions (anticipated, unanticipated, and nonevents) that occur within three larger stages: Moving In, Moving Through; Moving Out. In this theory, a student's ability to manage and “cope” with transition is based on 4 areas (the 4 S's): Situation, Support, Self, and Strategies.

A Social Justice Framework recognizes that the same inequities, prejudices, and hierarchies of power that exist in larger society play out in the college experience. This framework acknowledges that social stratification occurs relative to various components of identity such as race, class, religion, gender, sexual identity, and ability. Within a Social Justice Framework, the advisor serves as an advocate for a just and fair educational experience.



4. Multicultural Counseling and Therapy



“MCT” establishes a nonhierarchical relationship between student and counselor and acknowledges that everything, including interactions and support, exist in a cultural context. This theory recognizes that family and culture shape the different worldviews of individuals and attempts to relieve self-blame by acknowledging these larger established contexts. MCT aims to empower individuals to overcome various societal “oppressions” including those encountered in the college experience.

5. Yosso's Cultural Wealth Model

The Cultural Wealth Model presents a framework to understand how students of color access and experience college from the perspective of six areas of strengths, or cultural capital, they each possess to varying degrees: aspirational, linguistic, familial, social, navigational, and resistance. By acknowledging, tapping into, and helping develop this cultural capital, advisors can help facilitate student success.



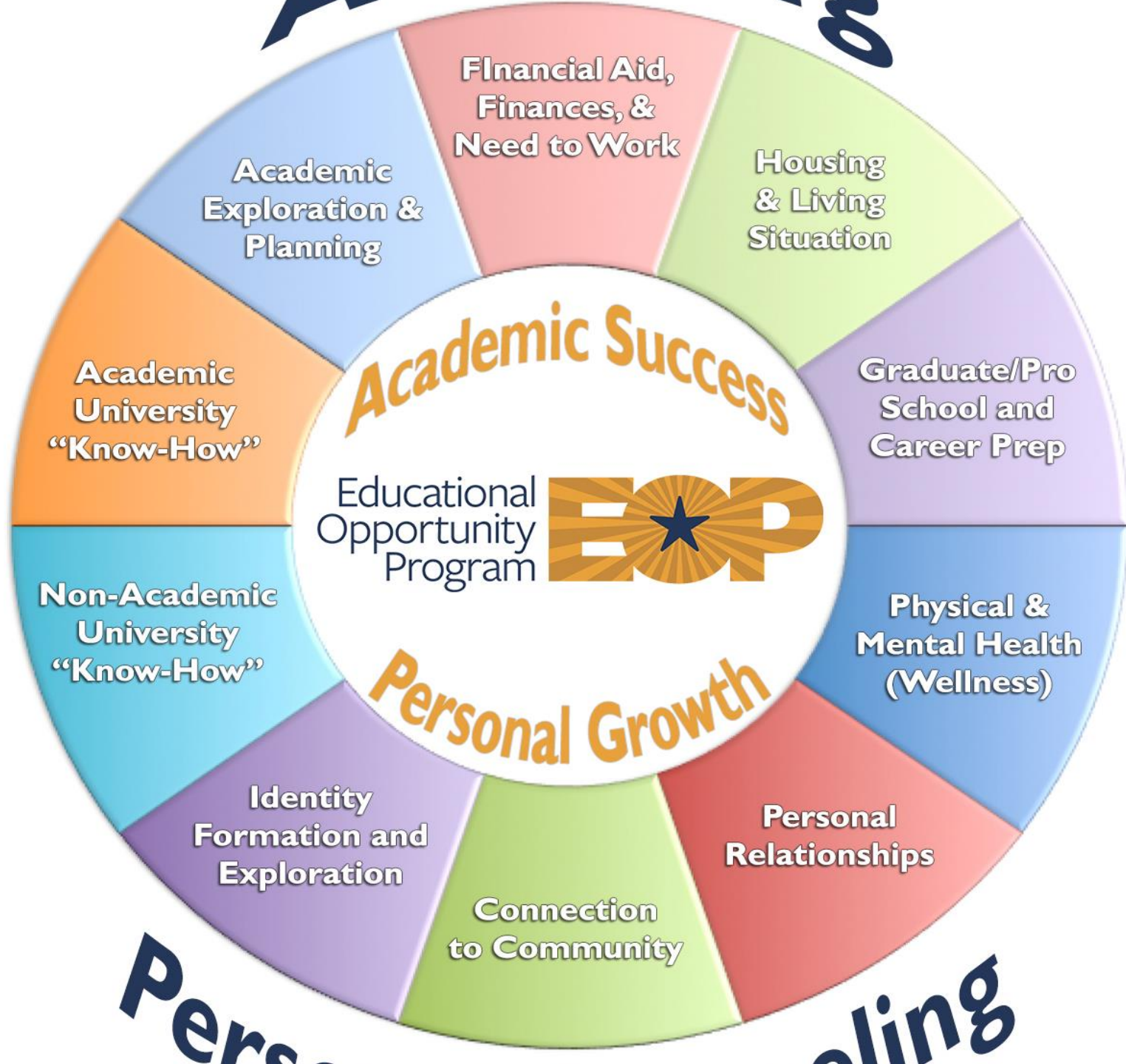
Other Contributors:

- **Tinto’s Student Integration Theory**
- **Maslow’s Hierarchy of Needs**
- **Dweck’s Growth Mindset**
- **Chickering’s Identity Development**
- **Personal Coaching**

Advising



Personal Counseling



2013/2014

- 18278 contacts
- Served 3642 students

2006/2007

- 5374 contacts
- Served 1525 students

Media

- 3219 Facebook Members
(with 684 Alumni)
- 3080 EOP YouTube Views

Website

- 92574 Page Views
- 36291 Unique Visitors

Increasing demand from students indicates the high value that students place on EOP academic counseling. In addition, the most recent campus “Survey of New Students (SONS)” ranks EOP as one of the most effective resources for new frosh transitioning to Berkeley. The 97% first year persistence rate of EOP participants is higher than both the campus and national averages.

Strategies for Connecting with First Generation Students



- Consider students as people first.
- Recognize the wisdom students already possess.
- Cultivate a sense of community and pride.
- Encourage students to dream big.

Strategies for Connecting with First Generation Students

- Invest in your first generation students. Make them your partners, employees, and ambassadors.
- Develop your media tools and have a strategy.
- Engage your data and create surveys and assessments.
- Identify your local issues.



EOP Video

Questions?



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Student Learning Objectives

1. Students feel a sense of belonging in EOP.
2. Students learn to utilize life experiences as assets to transition, persist, and graduate.
3. Students develop a holistic academic plan to fulfill requirements and interests.
4. Students demonstrate understanding of university and academic policies.
5. Students value their personal wellness and utilize wellness resources.
6. Students learn to make knowledgeable financial decisions.
7. Students learn to explore career and graduate/professional school opportunities.
8. Students gain awareness of and pursue personal, leadership, and professional development opportunities.



At Berkeley, 25% of students report occasionally skipping meals, 10.9% do so somewhat often, 9.2% do so often, and 6% do so very often. **In sum, more than half of students surveyed report skipping meals*.**

**source: UC Undergraduate Experience Survey*



Partners

- ASUC
- Executive Vice President
- Public Service Center
- Centers for Educational Equity & Excellence (CE3)
- Division of Student Affairs
- Division of Equity & Inclusion
- Financial Aid & Scholarships Office
- UC Student Regent
- University Health Services
- University Village

Food Pantry Mission

The Food Pantry provides emergency nonperishable food to UC Berkeley students while they explore campus food security resources.

Food Pantry Goals

To provide emergency nonperishable, nutritious food to UC Berkeley students while they explore campus food security resources.