Who are our students?

Thomas Horejes, Associate Provost
Student Success & Academic Quality (SSAQ)
Brief Overview

• Our students at a glance (30-minutes)
  – Demographic profile
  – Financial profile
  – Academic profile
  – Why do they leave Gallaudet?
  – What are our strengths and challenges?
  – Trends of today’s college students
Different dimensions to student success

- Institution (culture, policy, and praxis)
- Department (pedagogy, expectations)
- Course (pedagogy, expectations/standards, faculty-peer belonging)
- Student (what they bring)
Student’s Journey

- Academic - Preparation and Progress
- Institutional Fit (Climate)
- Commitment to Educational Goals
- Social and Academic Integration - cumulative
- Social - Emotional
- Financial
Who are our students?
2018 Graduate Degree Seeking Students Summary

- Increase in students of color, particularly Hispanic students
- Higher proportion of females than males
- 16% VR recipients
Fall 2018 Undergraduate Degree Seeking Students Summary

- Increase in students of color
- Higher proportion of females than males
- 57% Pell recipients and 55% VR recipients
- 24% are first generation students
First-time, Full-time Freshmen Fall Cohort Retention to Second Year

* Students of Color (SOC): African American/Black, American Indian/Alaska Native, Asian, Hispanic of any race, Native Hawaiian/Other Pacific Islander, and Two or more
First-time, Full-time Freshmen Fall Cohort Retention to Third Year

- Cohort 2012: 52.9%
- Cohort 2013: 47.3%
- Cohort 2014: 58.4%
- Cohort 2015: 63.3%
- Cohort 2016: 48.2%
- Cohort 2017: 59.7%

Data available Fall 2019

* Students of Color (SOC): African American/Black, American Indian/Alaska Native, Asian, Hispanic of any race, Native Hawaiian/Other Pacific Islander, and Two or more
First-time, Full-time Freshmen Fall Cohort Six-Year Graduation Rate

- Cohort 2007: 25.0%
- Cohort 2008: 40.8%
- Cohort 2009: 29.8%
- Cohort 2010: 33.3%
- Cohort 2011: 50.0%
- Cohort 2012: 40.0%

* Students of Color (SOC): African American/Black, American Indian/Alaska Native, Asian, Hispanic of any race, Native Hawaiian/Other Pacific Islander, and Two or more
Stories

• What are our students telling us?
  – What are our strengths?
  – What are our weaknesses?
Cons of Attending Gallaudet - Jan 13, 2018

1. Discrimination against hearing and hard of hearing students by students and teachers

2. Courses aren’t challenging and have no purpose for my major

3. General studies requirements, some helpful, while others are a waste of time

4. Being 7 hrs away from my family. My mom has chronic illnesses, but still takes to support me at

5. Find out information after deadline has passed. The website is not user-friendly.

6. Bilingual campus - doesn’t exist

7. The technology and accommodations that were shown and shared during my recruiting visits are not used or available

8. Hearing outsiders are not accepted on campus.

9. Deaf culture is forced, not welcoming. So that causes students to be resistant towards it.

10. I get a lot of backlash because I am a “hearing” athlete.
• **Strengths**
  – **Academic Advising**
    • My academic advisor is knowledgeable about my program requirements.
    • Major requirements are clear and reasonable.
    • My academic advisor is concerned about my success as an individual.
    • My academic advisor is approachable.
    • My academic advisor helps me set goals to work toward.
  – **Instructional Effectiveness**
    • The instruction in my major field is excellent.
    • The content of the courses within my major is valuable.
    • Nearly all faculty are knowledgeable in their field.
    • Faculty are usually available after class and during office hours.

*There was a 23% response rate (N = 346); 1% higher than the average SSI response rate of 22%.*
• **Strengths**
  
  – **Services and Resources**

  • Computer labs are adequate and accessible.
  • There are adequate programs or resources in place to strengthen my use of ASL.
  • The university provides sufficient resources that help me effectively use technology for my academics.
  • Library resources and services are adequate.
  • The personnel involved in registration are helpful.
  • The use of Blackboard has had a positive impact on my academics.
  • Males and females have equal opportunities to participate in intercollegiate athletics.

*There was a 23% response rate (N = 346); 1% higher than the average SSI response rate of 22%.*
2018 SSI*

• Challenges
  – Instructional Effectiveness
    • Faculty provide timely feedback about student progress in a course.
  – Safety and Security
    • Security staff respond quickly in emergencies.
    • The campus is safe and secure for all students.
  – Campus Climate
    • Most students feel a sense of belonging here
    • Students are made to feel welcome on this campus.
    • This institution shows concern for students as individuals.
    • There is a strong commitment to racial harmony on this campus.

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Many of the areas of strength and areas of challenges identified in 2015 and 2016 were also identified in 2018.

- **New areas of strength:**
  - Library resources and services are adequate,
  - Personnel involved in registration are helpful,
  - Males and females have equal opportunities to participate in intercollegiate athletics, and
  - Adequate programs or resources in place to strengthen use of ASL.

- **New areas of challenge:**
  - Sense of belonging (identified in 2015, but not in 2016), and
  - Campus is safe and secure for all students.
Themes

1. Sense of inclusiveness
2. “I don’t see myself”
3. Addressing racism and other forms of oppression
4. Academic excellence: Feedback for learning
5. Building community
Current Trends of Undergraduate Students
Undergraduate Students Today

• Fewer than 20% of undergraduates today are traditional-aged students (EAB, 2018)
• One-third of college students experience food insecurity (Goldrick-Rab, 2018)
• Research study from Bowling Green State University (N = 315) indicated that 54% don’t always read emails from the University or academic departments and 39% said they don’t always open academic advisors’ emails
• 63% of HS seniors in the U.S. are not “college-ready” in core subjects (CHE, 2018)
The rise of mobile learning

61% of students use smartphones to study, up from 36% in 2013.

Which devices do students use "often" or "all the time"?

- Laptop: 86%
- Smartphone: 57%

- 85% of preferred study spaces would be impossible to study in if not for technology.
- 95% of students who study at home report it would be impossible to study if not for technology.
- 64% of students report that mobility is the #1 advantage of technology.

Possible ways we can do to support institutional efforts toward student success

- First-year experience
- Student-faculty interactions & mentoring rising-risk student groups
- Evolving advising models to be more intrusive
- Enhancing the learning experience through high-impact practices (HIP’s)
- Early alerts for student risk & attendance records
- Encouraging students with more than 50 credits to declare their major
QUESTIONS?
APPENDIX
Demographic Profile: Graduate Degree Seeking Students
Graduate Degree Seeking Students by Gender

**2013**
- Male: 25%
- Female: 75%

**2018**
- Male: 27%
- Female: 70%
- Unknown: 2%
Graduate Degree Seeking Students by Ethnicity

- **White**
  - 2013: 60%
  - 2018: 57%

- **Students of Color**
  - 2013: 21%
  - 2018: 28%

- **International/Resident Alien**
  - 2013: 7%
  - 2018: 5%

- **Unknown**
  - 2013: 13%
  - 2018: 9%
Graduate Degree Seeking Students by Ethnicity

- American Indian/Alaska Native: 0.2% (2013), 0.2% (2018)
- Asian: 3% (2013), 4% (2018)
- Black/African American: 8% (2013), 9% (2018)
- Hispanic of any race: 8% (2013), 12% (2018)
- Native Hawaiian/Oth Pac Isl: 0.2% (2013), 0% (2018)
- Two or more: 2% (2013), 4% (2018)
Graduate Degree Seeking Students by Ethnicity

- American Indian/Alaska Native: 0.2% (2013), 0.2% (2018)
- Asian: 3% (2013), 4% (2018)
- Black/African American: 8% (2013), 9% (2018)
- Hispanic of any race: 8% (2013), 12% (2018)
- Native Hawaiian/Oth Pac Isl: 0.2% (2013), 0% (2018)
- Two or more: 2% (2013), 4% (2018)

Increase in percentage of Hispanic of any race
Graduate Degree Seeking Students by Hearing Status

2013
- 53% Hearing
- 39% Deaf
- 7% Hard of Hearing
- 2% Unknown

2018
- 53% Hearing
- 38% Deaf
- 8% Hard of Hearing
- 2% Unknown
Graduate Degree Seeking Students by Financial Status

2013
- 88% No VR
- 12% VR

2018
- 84% No VR
- 16% VR
Graduate Degree Seeking Students Summary

• Increase in students of color, particularly Hispanic students
• Higher proportion of females than males
• 16% VR recipients
Undergraduate Degree Seeking Students Summary

- Increase in students of color, particularly Black/African American students
- Higher proportion of females than males
- 57% Pell recipients and 55% VR recipients
- 24% are first generation students
Fall 2018 Cohort First-time, Full-time Freshmen Summary

• Increase in students of color, particularly Black/African American and Hispanic students

• Equal proportion of males and females

• 56% Pell recipients and 56% VR recipients

• 23% are first generation students
Demographic Profile: Undergraduate Degree Seeking Students
Undergraduate Degree Seeking Students by Gender

**2013**
- Male: 53%
- Female: 47%

**2018**
- Male: 54%
- Female: 46%
Demographic Profile

Undergraduate Degree Seeking Students by Ethnicity

- **White**: 60% (2013), 51% (2018)
- **Students of Color**: 32% (2013), 37% (2018)
- **International/Resident Alien**: 7% (2013), 4% (2018)
- **Unknown**: 8% (2018)
Demographic Profile

Undergraduate Degree Seeking Students by Ethnicity

- American Indian/Alaska Native: 0.4% (2013) vs. 0.7% (2018)
- Asian: 4% (2013) vs. 4% (2018)
- Black/African American: 11% (2013) vs. 16% (2018)
- Hispanic of any race: 14% (2013) vs. 12% (2018)
- Native Hawaiian/Oth Pac Isl: 0.2% (2013) vs. 1% (2018)
- Two or more: 3% (2013) vs. 4% (2018)
Demographic Profile

Undergraduate Degree Seeking Students by Ethnicity

Increase in percentage of Black/African American

- American Indian/Alaska Native: 0.4% (2013) to 0.7% (2018)
- Asian: 4% (2013) to 4% (2018)
- Black/African American: 11% (2013) to 16% (2018)
- Hispanic of any race: 12% (2013) to 14% (2018)
- Native Hawaiian/Oth Pac Isl: 0.2% (2013) to 1% (2018)
- Two or more: 3% (2013) to 4% (2018)

2013 2018
Demographic Profile

Undergraduate Degree Seeking Students by Hearing Status

<table>
<thead>
<tr>
<th>Year</th>
<th>Deaf</th>
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<th>Hearing</th>
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<tr>
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<td>68%</td>
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<tr>
<td>2018</td>
<td>66%</td>
<td>23%</td>
<td>11%</td>
</tr>
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</table>

CONNECT. DISCOVER. INFLUENCE.
Demographic Profile

Undergraduate Degree Seeking Students by Financial Status

**2013**
- 25% No VR or Pell
- 75% VR or Pell

**2018**
- 26% No VR or Pell
- 74% VR or Pell
Demographic Profile

Undergraduate Degree Seeking Students by Financial Status

2013
- 37% VR and Pell
- 25% No VR or Pell
- 18% Pell
- 21% VR

2018
- 38% VR and Pell
- 26% No VR or Pell
- 19% Pell
- 17% VR
Undergraduate Degree Seeking Students by First Generation Status

- **2013**
  - 28% First Gen
  - 72% Not First Gen

- **2018**
  - 24% First Gen
  - 76% Not First Gen
Undergraduate Degree Seeking Students Summary

• Increase in students of color, particularly Black/African American students
• Higher proportion of females than males
• 57% Pell recipients and 55% VR recipients
• 24% are first generation students
Demographic Profile: Fall Cohort
First-time, Full-Time Freshmen
Demographic Profile

Fall Cohort First-time, Full-time Freshmen by Gender

2013
- Male: 43%
- Female: 57%

2018
- Male: 50%
- Female: 50%
Demographic Profile

Fall Cohort First-time, Full-time Freshmen by Ethnicity

- American Indian/Alaska Native: 0.5% (2013), 1.5% (2018)
- Asian: 2% (2013), 2% (2018)
- Hispanic of any race: 15.5% (2013), 22% (2018)
- Native Hawaiian/Oth Pac Isl: 0.5% (2013), 0.5% (2018)
- Two or more: 5.5% (2013), 0.5% (2018)
Fall Cohort First-time, Full-time Freshmen by Ethnicity

Increase in percentage of Black/African American and Hispanic of any race
Demographic Profile

Fall Cohort First-time, Full-time Freshmen by Hearing Status

2013
- 70% Hearing
- 28% Hard of Hearing
- 2% Deaf

2018
- 65% Hearing
- 30% Hard of Hearing
- 5% Deaf
Fall Cohort First-time, Full-time Freshmen by Financial Status

2013
- 24% No VR or Pell
- 77% VR or Pell

2018
- 27% No VR or Pell
- 73% VR or Pell
Demographic Profile

Fall Cohort First-time, Full-time Freshmen by Financial Status

**2013**
- 41% VR and Pell
- 24% No VR or Pell
- 19% VR
- 17% Pell

**2018**
- 39% VR and Pell
- 27% No VR or Pell
- 17% VR
- 17% Pell
Fall Cohort First-time, Full-time Freshmen by First Generation Status

2013

- 33% First Gen
- 68% Not First Gen

2018

- 23% First Gen
- 77% Not First Gen
Fall Cohort First-time, Full-time Freshmen Summary

• Increase in students of color, particularly Black/African American and Hispanic students
• Equal proportion of males and females
• 56% Pell recipients and 56% VR recipients
• 23% are first generation students
Student Financial Need: An Ongoing Challenge

• In 2017, 65% of the enrolled students came from families with income below than $60,000.

• In 2018, 39% of the enrolled first-year freshmen students came from families with $0 Expected Family Contribution (EFC)
  • This is an decrease from 47% in 2017
Fall to Spring Retention  
Fall to Fall Retention

*Based on course registration as of 1/11/19. Not official until after census date, 2/6/19
Fall Cohort First-time, Full-time Freshmen Fall-to-Spring Retention by Ethnicity

- International/Resident Alien
- Students of Color
- White
- Race and Ethnicity Unknown
Fall Cohort First-time, Full-time Freshmen Fall-to-Spring Retention by Ethnicity

- International/Resident Alien Students of Color
- Students of Color
- White
- Race and Ethnicity Unknown

Academic Profile
Academic Profile

Fall Cohort First-time, Full-time Freshmen
Retention to Second, Third, and Fourth Year

Retention to Year 2
- 2013: 67%
- 2014: 67%
- 2015: 80%
- 2016: 63%
- 2017: 72%

Retention to Year 3
- 2013: 57%
- 2014: 60%
- 2015: 71%
- 2016: 54%

Retention to Year 4
- 2013: 56%
- 2014: 49%
- 2015: 66%

Note: The graph shows the retention rates of students from the fall cohort, maintaining a focus on retention to second, third, and fourth years.
Academic Profile

Fall Cohort First-time, Full-time Freshmen Retention to Second Year by Ethnicity

International/Resident Alien Students of Color
White Race and Ethnicity unknown

2013: 69%
2014: 70%
2015: 83%
2016: 67%
2017: 100%

2013: 62%
2014: 64%
2015: 73%
2016: 59%
2017: 71%

2013: 70%
2014: 73%
2015: 81%
2016: 47%
2017: 67%

2013: 47%
2014: 59%
2015: 71%
2016: 80%
2017: 100%
Fall Cohort First-time, Full-time Freshmen Retention to Third Year by Ethnicity

Data available Fall 2019
Academic Profile

Fall Cohort First-time, Full-time Freshmen
Retention to Fourth Year by Ethnicity

- International/Resident Alien Students of Color
- Students of Color
- White
- Race and Ethnicity unknown

Data available Fall 2019
Data available Fall 2020

[Graph showing retention rates for different ethnicities from 2013 to 2017]
Academic Profile

Overall Graduation rates of Fall Cohort First-time, Full-time Freshmen

Graduated in 4 years
- 2008: 17%
- 2009: 24%
- 2010: 20%
- 2011: 24%
- 2012: 26%
- 2013: 27%
- 2014: 19%

Graduated in 6 years
- 2008: 47%
- 2009: 46%
- 2010: 43%
- 2011: 53%
- 2012: 47%

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Academic Profile

Fall Cohort First-time, Full-time Four Year Graduation Rate by Ethnicity

- International/Resident Alien
- Students of Color
- White

<table>
<thead>
<tr>
<th>Year</th>
<th>International/Resident Alien</th>
<th>Students of Color</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>12%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>22%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>28%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>26%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>32%</td>
<td>17%</td>
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</tr>
<tr>
<td>2013</td>
<td>34%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>22%</td>
<td>16%</td>
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</tbody>
</table>
Fall Cohort First-time, Full-time Six Year Graduation Rate by Ethnicity

- International/Resident Alien Students of Color
- Students of Color
- White
- Race and Ethnicity unknown
Stories

• What are our students telling us?
  – What are our strengths?
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2018 SSI*

- **Strengths**
  - **Academic Advising**
    - My academic advisor is knowledgeable about my program requirements.
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  - **Instructional Effectiveness**
    - The instruction in my major field is excellent.
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• Strengths

– Services and Resources

• Computer labs are adequate and accessible.
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• The university provides sufficient resources that help me effectively use technology for my academics.
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• Challenges
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    • Faculty provide timely feedback about student progress in a course.
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    • Most students feel a sense of belonging here
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- **New areas of strength:**
  - Library resources and services are adequate,
  - Personnel involved in registration are helpful,
  - Males and females have equal opportunities to participate in intercollegiate athletics, and
  - Adequate programs or resources in place to strengthen use of ASL.

- **New areas of challenge:**
  - Sense of belonging (identified in 2015, but not in 2016), and
  - Campus is safe and secure for all students.
Qualitative Data – Themes of What’s Missing

1. Sense of inclusiveness
2. “I don’t see myself”
3. Addressing racism and other forms of oppression
4. Academic excellence: Feedback for learning
5. Building community
1. Sense of Inclusiveness
“I think the first face that people see on campus, whether it is staff, faculty, a student worker, they don’t seem friendly, they seem kind of rude, cold. Is that welcoming?...You don’t feel comfortable with that person. It is those little things…The staff, the student workers, the people students see on a regular basis need to be excellent in customer service...everybody...so the student feel a friendly vibe and they adopt it themselves. Then it is more welcoming for everyone.
“I did come from a deaf school and I will say that did help me transition. It was key for me…and people who don’t come from deaf schools or deaf families, they often feel they have to work twice as hard to find their place here at Gallaudet.”
“I felt as a transfer student, did I feel welcome here? I transferred last fall, and I still haven’t felt welcome. Still waiting...I didn’t know anybody here...”
2. I don’t see myself
“I am a SOC and … when you have adjustment of … finding your deaf identity and also finding your person of color identity, or sexual orientation identity, or any of that stuff, it doesn’t feel like a welcoming place. … I think my representation is absolutely important, but the students coming here, they are not represented. We do not see them in our faculty/staff.”
There are not enough POC (person of color) administrators, only a few.
Even many of the student organizations are white mostly. If the organization does not have a POC (persons of color) focus, they are mostly filled with white people.
3. Addressing Racism and Other Forms of Oppression
“Teachers need to be open...allow for healthy discussions in the classroom. Some issues coming up that are frustrating, some are taboo, but there should be no such thing as taboo. And some teachers miss out on those moments...they should capitalize on them. Often what they’ll do is cut off that discussion...they don’t know how to apply it to the current content. I think that would be very much empowering.”
“Some faculty don’t “call out” students for their racist comments. Need to educate faculty too, they don’t know what goes on in the dorms.”
4. Academic Excellence: Feedback for Learning
“... the challenge I face is the challenge of getting feedback ... there have been so many assignments given to us and why are we doing them if they're not providing us feedback? Why try to achieve academic excellence when I'm not getting the support and feedback I need?”
“I know I haven't done a good job on something necessarily, but the feedback is just “Nice job.” If homework is due every week but we only get feedback every two weeks, what about the other three weeks where we're not? That's the type of challenge that makes me feel like why should I go and [complete the assignment] when I know I'm not really going to get feedback? I can make the improvements only as far as the skills that I know I have.”
5. Building Community
“There’s one professor who always makes themselves available for the students. Other professors are too busy…sometimes they’ll even say to the students ‘I’m just too busy’…you can see it in their action…when they walk in the hallway, they don’t ask how students are doing, they don’t check in. That one professor, she is always checking in…that professor has always made it seem that she is always available. I think that shows strong commitment academic excellence.”
“...finding your group of people that you fit in with. You think you’ll be friends with everybody when you go to college, but some people feel like they have nobody they connect with and ultimately end up leaving...You can always find someone to connect with. Here at Gallaudet, I don’t know if they necessarily foster that. I think there’s a lot of segregation...”
Gallaudet needs to be more committed, have a plan of action, all talk and no action. Faculty need workshops so will understand students of color, diff cultures, and languages.
Students’ Perspectives on Belonging

Dr. Elavie Ndura
Vice President, Equity, Diversity & Inclusion

Faculty & Staff Professional Development
14 January 2019
Why Focus on Students’ Perspectives

- Uncovering the realities of students’ experiences enhances our understanding and accountability to transforming our work and relationships.

- Intentional focus on inclusive excellence.

- A reminder of our primary responsibility: Students’ well-being and success.
What are students saying are the obstacles to belonging?

- Cliques racism Cronyism/some irresponsible administrations (Male, Staff)
- Everything else... nepotism, bullying, rape culture, isms, victims, blaming, cliques, lack of accountability (Student, Deaf Mexican Queer).
- No family support system, no resources available (Deaf, Mother, Student, Latina).
- No action, racism, oppression, need mentors (Immigrant, Mexicana, advocate, woman, Deaf).
- Lack of mentorship for DPOC faculty, need
What are students saying are the obstacles to belonging?

- APATHY, silo mentally, Lack of follow up + check- ins (Student, Deaf, White passing Latina , head of household).
- Lack of transparency in some departments, crab theory, lack of forgiveness and moving forwards, Lack of training in understand/working with generation Z students (Staff, Deaf Woman, White, Mother/Sister., Agnostic, Survivor).
- I struggle to sign, to write, and to read, I am still learning things , most people learned when they were young; my mistake hurt
What are students saying are the obstacles to belonging?

- Struggling how to live without my parents, Struggling with classes, English 208 (Latina, Female, sister, 2 siblings, daughter).
- For certainly, Native students don’t feel welcome (Curly hair, Southwest, deaf Latina, Mexican, Mother, Grad Student).
- Honor Program, lack of support from CAPS (Female, Academic, Deaf Leder, First generation College).
- Minimal Support for GSR classes, Friends being harmed at parties, Try to establish a safe space for survivors (Student, Deaf woman, writer, leader, White/Hispanic).
What are students saying are the obstacles to belonging?

- Difficult experience at Gallaudet is when a deaf woman approached me and my friends in a rude/disrespectful way because we weren’t signing (Latino student).
- Learning ASL and getting used to the Deaf culture (Student, Liberian, Athlete, my dream is to help deaf community in Liberia).
- Being hated by deaf people for being able to talk, failing my freshman year (Student, African American, hard of hearing).
- Lack of support from the faculty, need more Black mentors at Gallaudet. They need to
What are students saying are the obstacles to belonging?

- Joining Fraternity because I am Black male (Black Deaf Male, raised in predominantly white society).
- No Black Museum at Gallaudet (African American, Athletic, soccer player).
- Being Black (Black, Hard of Hearing Male).
- Don’t feel safe with White faculty, too many White Male faculty (Deaf, Black/Mexican, basketball player).
What does it mean to have a sense of belonging?

- Leaders leading walk the talk-the whole University is your constituency, better equity support for Student of color (Staff, Man, Christian Father, Husband, Patriot).
- More Dialogue, more team building programs, Social Justice workshops (Deaf, woman, Married, Wisconsin, Administrator).
- Unpacking, End all isms, proactive not reactive, Practice bilingualism (Student, Deaf).
- Getting support from peer mentors, 24.7 help services/ resources, scholarships, financial assistance.
What does it mean to have a sense of belonging?

- Collaborative efforts, mass communication, transparent, empathy (Student Black woman, Deaf, Jamaican).
- More support for new signers, support for disabilities, Support LBGTQ (Student Mexican, white, Deaf Visual Artist).
- Hiring more POCs (Deaf), Diverse food in Cafe to feel belonging like home (Deaf, Muslim, Saudi Arabian, Immigrant).
- Visual sense of community commitment to connect and grow together, joy in sharing ASL value (Staff, Deaf, European American, woman/lesbian/mom, spouse).
What does it mean to have a sense of belonging?

- Met a group of friends who accept who I am, learning ASL (Student, African American, hard of hearing).
- Able to play football with Deaf players where I can finally communicate clearly (Student, Black/White male).
- Having supportive professor who believes in me (Student, Black Male).
- Keeping the Promise Workshops and Cultural trip to Atlanta Ga in 2007 (students, Black Deaf Male).
What does it mean to have a sense of belonging?

- Support System to find my big dream provides me great resources, Communication access, socializing/networking (Student, Deaf Black Male, Accountant).
- Being on the football team, learn a new culture, Jumpstart, participated in community service (Student, Deaf, Black Male, Freshman).
- Building strong relationship with faculty/staff on campus that look like me (Student, Black Male, Hard of hearing).
- More Black Teachers or staff Coaches.
Questions to ask ourselves

- What am I doing that may make students feel like they do not belong?
- What will I do to strengthen students’ sense of belonging?
Current Trends of Undergraduate Students
Undergraduate Students Today

• Fewer than 20% of undergraduates today are traditional-aged students (EAB, 2018)
• One-third of college students experience food insecurity (Goldrick-Rab, 2018)
• Research study from Bowling Green State University (N = 315) indicated that 54% don’t always read emails from the University or academic departments and 39% said they don’t always open academic advisors’ emails
• 63% of HS seniors in the U.S. are not “college-ready” in core subjects (CHE, 2018)
100 students who start a bachelor’s degree

<table>
<thead>
<tr>
<th>Event</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropped out of college</td>
<td>2%</td>
</tr>
<tr>
<td>Are first-generation students</td>
<td>14%</td>
</tr>
<tr>
<td>Are students of color</td>
<td>11%</td>
</tr>
<tr>
<td>Will default on their student loans</td>
<td>4%</td>
</tr>
<tr>
<td>Are still enrolled after six years</td>
<td>12%</td>
</tr>
<tr>
<td>Earned an associate degree</td>
<td>3%</td>
</tr>
<tr>
<td>Graduated but are underemployed</td>
<td>28%</td>
</tr>
<tr>
<td>Graduated and work in a job requiring a bachelor’s degree</td>
<td>35%</td>
</tr>
</tbody>
</table>

- $9,000 more in loans than if they had graduated in four years
- $13,000 less in annual earnings for recent grads with an associate versus a bachelor’s degree
- $30,100 average student loan balance per recent graduate

**Notes:**
1. [Source 1]
2. [Source 2]
3. [Source 3]
4. [Source 4]
5. [Source 5]
6. [Source 6]
7. [Source 7]
The rise of mobile learning

Which devices do students use "often" or "all the time"?

- Laptop: 86%
- Smartphone: 57%

- 61% of students use smartphones to study (up from 36% in 2013)
- 85% of preferred study spaces would be impossible to study in if not for technology
- 95% of students who study at home report it would be impossible to study if not for technology
- 64% of students report that mobility is the #1 advantage of technology

Technology improves all aspects of the student experience

Very Important!  Agreed.

91% of students report that adaptive capabilities in a digital study tool are “important” or “very important”

84% of students using adaptive technology indicate a moderate or major improvement in their grades

86% say technology helps them be more effective and efficient students

67% makes students feel better prepared for class

46% reduces stress

45% increases confidence

Technology increases engagement with...

77%

64% course materials

50% professors

Other students
More than 4 out of 5 students agree digital learning technology can...

- **84%** Improve their education
- **81%** Save time
- **81%** Boost grades

Possible ways we can do to support institutional efforts toward student success

- First-year experience
- Student-faculty interactions & mentoring rising-risk student groups
- Evolving advising models to be more intrusive
- Enhancing the learning experience through high-impact practices (HIP’s)
- Early alerts for student risk & attendance records
- Encouraging students with more than 50 credits to declare their major
Roundtable discussion:

1) What are 2 - 3 key takeaways from the data presentation?

2) What are some student success strategies that you intend to implement that would address these takeaways? and

3) What resources do you/we need to strengthen the student success for our students?
Panel Discussion

Thelma Schroeder
Associate Dean, Academic & Career Success

Beth Sonnenstrahl Benedict
Exec. Director, Undergraduate Admissions & Outreach

Shondra Dickson
Director, Financial Aid Office

Jerri Lyn Dorminy
Director, Student Success Office