Incorporating Foundation and Frameworks to support Working with First Generation Students through the Safe Campus Advocates (SCAs) Model

Dr. Claudine Richardson (claudine.richardson@sfcc.spokane.edu), NACADA Community College Committee Member
Dr. Katie Clemons (katie.clemons@sfcc.spokane.edu) and
We Serve as the SCA’s Co-Coordinators for the Community Colleges of Spokane
Who are your presenters

Dr. Katie Clemons

Tenured Sociology Faculty member at SFCC. Holds a PhD in Sociology and specializes in criminology, gender, & social problems. Her passion is social justice and serves on committees and organizations with said focus to better serve historically minoritized populations.

Dr. Claudine Richardson

Director of Student Development, Diversity, and Equity at SFCC. A first-generation, low-income & at-promise scholar. Holds a BA in biology & BA Spanish, MS in biology & MPA in public administration, & a PhD from Gonzaga University. A Ronald E McNair scholar, they are passionate about students' access and pathway to opportunity, EDI, and belonging. They ethnically identify as Black, Hispanic, Native American (Arawak), East-Indian (Madras - Chennai), and Asian.

They are the co-creator of the Equity Resource Bank tool & serve on multiple institutional committees, aiding faculty, staff, and administration on creating inclusive spaces. Dr. Richardson also offers professional development on creating EDI practices as an action of love & wokeness using 10 variables.
Safe Campus Advocates (SCA) is a training program designed for faculty and staff at CCS to increase our knowledge on the barriers faced by historically minoritized populations on our campuses and raise our comfort and skill level in working with these student groups successfully.

Modules are offered focusing on one of the following populations: students of color, students with disabilities, students from intergenerational poverty, first-generation students, veteran students, LGBTQ+ students, as well as enhanced learning topics including international students and formerly incarcerated students.

Learning sessions are a combination of information dissemination as well as activities & discussions.
SCA Tiered Program Model

- A Safe Campus Advocate is a person who has gained strategies for pursuing social justice by:

  - **Developing an awareness (Exploratory)**
    - Of key concepts related to social justice, diversity, and oppression
    - Of social justice issues, including racism, classism, religious oppression, gender oppression, ableism, ageism, and xenophobia
    - Of how systems of oppression have impacted US History

  - **Developing knowledge of self and others (Intermediate)**
    - By recognizing how the cycle of socialization and institutional arrangement has contributed to our understanding and beliefs associated with various social issues
    - By being aware of social group membership and identifying dominant and subordinated identities

  - **Using action toward becoming a social justice advocate (Advanced)**
    - By understanding that social justice is a goal and a process
    - By demonstrating an understanding of ally identity development
    - By displaying a commitment toward continuing education related to advocate identity development
    - By holding oneself accountable for conscious and unconscious behaviors that harm group members
Dr. Claudine Richardson & Dr. Katie Clemons | Incorporating Foundation & Frameworks To Support Working w First Generation Students through the Safe Campus Advocates (SCAs) Model.
Dr. Claudine Richardson & Dr. Katie Clemons | Incorporating Foundation & Frameworks To Support Working w First Generation Students through the Safe Campus Advocates (SCAs) Model.
Who are not First Generation?

Who has parents who completed middle school? Keep your hand up if your parents completed high school?
completed some college credits?
***
completed at least four years of college?
***
completed a graduate degree?

Dr. Claudine Richardson & Dr. Katie Clemons | Incorporating Foundation & Frameworks To Support Working w/ First Generation Students through the Safe Campus Advocates (SCAs) Model.
“Invisible Minority” - Difficult to identify

According to the literature FGS are “Invisible Minority” on many campuses.

What is the definition of FGS?

Do you know what is the percentage of FGS at your campus? *

◦-%26 percent

http://www.spokanefalls.edu/College/PDF/SFCCYear7SelfEvaluation.pdf
Intersectionality

The characteristics of first-generation students, of course, do not exist in a social vacuum.

The first-generation exists in conjunction with other social differences—race, ethnicity, religion, dis/ability, nationality, citizenship, gender, and sexual orientation, for example—and these differences must also be considered along with students’ first-generation.
Key Statistics

- 33% of FGS drop out within 3 years
- 90% of low-income FGS don’t graduate on time
Activity: Privilege

What is Privilege? In this activity you will use your fingers as your count for first-generation privileges.

- If one or both your parents spoke English as a first language, add one finger.
- If as a child, you had a room of your own with a door, add one finger.
- If your home as a child, had more than 50 books, add one finger.
- If one or both of your parents completed college, add one finger.
- If you have spent one year or more without health insurance, remove one finger.
- If one or both of your parents never completed high school, remove one finger.
- If you can easily find hair care products, skin care products, and band-aids to suit your skin color, add one finger.
- If neither you nor your parents had to spend any amount of time on public assistance, add one finger.
If you have ever been told that your religion or spiritual belief was strange, primitive, heathen, or just plain wrong, remove one finger

If your religious holidays are regularly recognized by your organization’s calendar, add one finger

If your relatives of any generation were forced to leave ancestral lands, remove one finger

If you saw members of your race, class, ethnicity, religion, gender, or sexual orientation portrayed on television in degrading roles, remove one finger

If you have been offered a good job because of your association with a friend or family member, add one finger

If you ever had to rely primarily on public transportation, remove one finger
• If you were generally able to avoid places that were dangerous growing up, add one finger
• If you ever felt uncomfortable about a joke related to your race, class, ethnicity, religion, gender, or sexual orientation, remove one finger
• If you attended a private school or summer camp, add one finger
• If prior to age 18, you took a vacation out of the country, add one finger
• If one of your parents was unemployed or laid off, not by choice, remove one finger
• If you were taken to art galleries or plays by your parents, add one finger
• If when applying for college, you could ask someone in your family about the differences between grants, loans, and scholarships, add one finger
• If your family saved money for you to go to college, add one finger
Aha-Moments

- Did you run out of fingers or did you only have a few fingers up?
- How did that make you feel?
- How do our students show up?
- How might these indicators influence how we need to serve students?
- How can we better show up for our students?
Cultural Knowledge and Social Inequality (Lareau, 2015)

- Cultural Knowledge – Facts, information, skills, and familiarity with social processes – knowledge of how institutions work
- 1. “Rules of the game”
- 2. Sense of Entitlement
- 3. Drawing on prior experience and knowledge
Cultural Knowledge and Social Inequality (Lareau, 2015)

Discussion Questions:
- What are examples of “rules of the game” that FGS are less likely to be familiar with entering college?
- What are examples of how having less of a sense of entitlement may hinder the success of FGS?
- What does Lareau mean by “cultural guides”?
- How does her idea of “cultural guides” as crucial to upward mobility differ from cultural norms?
Share-out From Activity: Cultural Knowledge and Social Inequality

- The purpose and reason for using faculty office hours
- College resources are for YOU and you pay for them with tuition (tutoring, etc)
- Financial Aid processes
- Fear of reprisal/intimidation/authority
- Incorporates the family environment and what you grew up knowing

Access to the Google form with more participant comments can be found here: Cultural Knowledge and Social Inequality (Lareau, 2015) - Google Slides
Based in literature, the academic challenges FGS faced when compared to non FGS:

- Lacking in cultural and social capital and family support
- Inadequately prepared for college
- Less engaged in and out of class experiences
- More affected by college cost and tend to obtain more debt
- High dropout

Dr. Claudine Richardson & Dr. Katie Clemons | Incorporating Foundation & Frameworks To Support Working w First Generation Students through the Safe Campus Advocates (SCAs) Model.
Share-out From Activity: Identify how we can better serve FGS in advising

- Helping identify who is in their personal support system
- Provide them with a guide to quick links to help walk them thru processes. Use actual paper!
- Making students aware of all of the resources available
- Educate on loans (subsidized vs. unsubsidized) vs. Grants
- Have realistic conversations about balance (work, school, other)
- Showing support - what’s the best for the student
- Walk them to other offices which can provide assistance. Help them make those connections.

Access to the Google form with more participant comments can be found here: [Identify how we can better serve FGS in advising program notes - Google Slides](#)
Measures of Success for SCA

1. Pre&Post Session Surveys collect quantitative and qualitative data
   a) Comparisons in the area of comfort, knowledge, and ability to advocate
   b) Recommendation score for learning opportunities
   c) Faculty/Staff Reports of Changed Practices
      i. Example: Incorporation of a syllabus statement
      ii. Example: The examination of space within the classroom and curricula
   d) Request for additional learning opportunities
   e) Participant recommendations for program to be required
Qualitative Feedback

Narrative feedback (pre & post) FGS Online (Exploratory)

- **Pre-session feedback**: “I believe my biggest challenge working with first generation students is helping them to look past their limitations. I would ask what is the first step in helping them overcome their fears?”

- **Post-session feedback**: “One idea that I can immediately use on the job is the idea of creating an affirming space in my office for potential first-gens. To me, this means displaying my sticker in my office and ask a student to explain more if what they are struggling with may be related to their being a first gen. I aim to be more cognizant when working with new students. Thank you.”
## Quantitative Feedback I

### Comparisons of Pre & Post Surveys Using 2-tailed T-Tests in the Areas of:

<table>
<thead>
<tr>
<th>Session</th>
<th>N</th>
<th>Recommend (Scale 1-7)</th>
<th>Comfort</th>
<th>Knowledge</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color</td>
<td>45</td>
<td>6.22</td>
<td>0.1</td>
<td>0.11</td>
<td>0.08</td>
</tr>
<tr>
<td>LGBTTQQIAP+</td>
<td>53</td>
<td>6.63</td>
<td>0.07</td>
<td>.00***</td>
<td>.00***</td>
</tr>
<tr>
<td>FGS</td>
<td>63</td>
<td>6.08</td>
<td>0.18</td>
<td>.00***</td>
<td>.00**</td>
</tr>
<tr>
<td>Intergenerational Poverty</td>
<td>60</td>
<td>6.02</td>
<td>.01**</td>
<td>.00***</td>
<td>.00***</td>
</tr>
<tr>
<td>Disabilities</td>
<td>50</td>
<td>6.15</td>
<td>.01*</td>
<td>.00***</td>
<td>.00**</td>
</tr>
<tr>
<td>Veterans</td>
<td>49</td>
<td>5.38</td>
<td>0.06</td>
<td>.00*</td>
<td>.00***</td>
</tr>
<tr>
<td>Students of Color ®</td>
<td>18</td>
<td>5.94</td>
<td>0.11</td>
<td>.01**</td>
<td>.04*</td>
</tr>
<tr>
<td>LGBTTQQIAP+ ®</td>
<td>18</td>
<td>7</td>
<td>0.78</td>
<td>.02*</td>
<td>.03*</td>
</tr>
<tr>
<td>FGS ®</td>
<td>15</td>
<td>6.38</td>
<td>0.59</td>
<td>.01*</td>
<td>0.07</td>
</tr>
</tbody>
</table>

* .05, **.01, ***.001

* 95%,**99%, *** 99.9%: Change did not happen due to chance.
## Quantitative Feedback II

### 2018-2019

Comparisons of Pre & Post Surveys Using 2-tailed T-Tests in the Areas of:

<table>
<thead>
<tr>
<th>Session</th>
<th>N</th>
<th>Recommend (Scale 1-7)</th>
<th>Comfort</th>
<th>Knowledge</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intergenerational Poverty</td>
<td>11</td>
<td>6.44</td>
<td>.05*</td>
<td>.02*</td>
<td>.01**</td>
</tr>
<tr>
<td>FGS Online</td>
<td>11</td>
<td>6.78</td>
<td>0.2</td>
<td>.00***</td>
<td>.00***</td>
</tr>
<tr>
<td>Trauma Informed Teaching</td>
<td>26</td>
<td>6.12</td>
<td>0.15</td>
<td>.00***</td>
<td>.00***</td>
</tr>
<tr>
<td>FGS (Intermediate)</td>
<td>28</td>
<td>6.35</td>
<td>.02*</td>
<td>.00**</td>
<td>.00***</td>
</tr>
<tr>
<td>Disabilities</td>
<td>18</td>
<td>5.86</td>
<td>0.31</td>
<td>.00***</td>
<td>0.15</td>
</tr>
</tbody>
</table>

*:05, **.01, ***.001

* 95%, **99%, *** 99.9%: Change did not happen due to chance.
<table>
<thead>
<tr>
<th>Session</th>
<th>N</th>
<th>Recommended (Scale 1-7)</th>
<th>Comfort</th>
<th>Knowledge</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color®</td>
<td>19</td>
<td>5.75</td>
<td>0.69</td>
<td>0.06</td>
<td>0.13</td>
</tr>
<tr>
<td>International Students</td>
<td>18</td>
<td>6.75</td>
<td>0.47</td>
<td>0.01*</td>
<td>0.08</td>
</tr>
<tr>
<td>FGS Online®</td>
<td>12</td>
<td>6.6</td>
<td>0.01*</td>
<td>0.02*</td>
<td>0.003**</td>
</tr>
<tr>
<td>LGBTTQIADP+®</td>
<td>21</td>
<td>6.92</td>
<td>0.9</td>
<td>0.02*</td>
<td>0.005**</td>
</tr>
<tr>
<td>Students of Color Online</td>
<td>32</td>
<td>6.75</td>
<td>0.19</td>
<td>0.44</td>
<td>0.0002***</td>
</tr>
<tr>
<td>Students of Color (Intermediate)</td>
<td>27</td>
<td>6.56</td>
<td>0.45</td>
<td>0.03*</td>
<td>0.07</td>
</tr>
</tbody>
</table>

Dr. Claudine Richardson & Dr. Katie Clemons | Incorporating Foundation & Frameworks To Support Working w First Generation Students through the Safe Campus Advocates (SCAs) Model.

* 95%, **99%, *** 99.9%: Change did not happen due to chance.
Examples of Additional Unsolicited Feedback

“Thank you so much for your reply. 😊 I also look forward to learning in the intermediate training. I am so glad I made a commitment to get involved with Safe Campus Advocate training this year. I love it!”

“I do 36hrs every 2yrs for my mental health license and these trainings have far surpassed the CEUs I have paid $200 each to do. (These won’t take the place but they are much more thought provoking and directly applicable to my work at SCC.) Thank you both for providing our colleges with these amazing trainings. 😊”

“Thank you for facilitating this online learning opportunity! It was fantastic! I can’t imagine how much work went into creating this session, but I really appreciate your efforts. It was great!”
Examples of Additional Unsolicited Feedback

“Thank you both so much for putting this online class together. I really enjoyed being able to have the lecture, the TEDx talks, the article, and the discussion boards. I feel like it was a reasonable amount of information to keep me motivated and engaged, but not overwhelmed. I think you did a great job of keeping us participating with each other, and I ESPECIALLY liked the high-five style announcements that came through. That is something else I would like to incorporate into my classes. I have used these announcements to send my students information, but never just to encourage them about how things are going in the class. You modeled a good behavior for me, and I'll use it now as well.”

Dr. Claudine Richardson & Dr. Katie Clemons | Incorporating Foundation & Frameworks To Support Working w First Generation Students through the Safe Campus Advocates (SCAs) Model.
SCA Connection to State Board Equity Statement

“Leading with racial equity, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diversity communities.”

SCA campus advocates seeks to address our equity gap through increasing understanding, knowledge, and ability by addressing ways to serve historically minoritized populations at CCS to improve and increase student access, access + success, and success from interest to completion.

Dr. Claudine Richardson & Dr. Katie Clemons | Incorporating Foundation & Frameworks To Support Working w First Generation Students through the Safe Campus Advocates (SCAs) Model.
SCA Connection to Guided Pathways

"In Washington State, the GP model has a strong equity focus, with the aim of helping more of our students – especially low-income, first generation students, and students of color – complete credentials that prepare them for entry into higher paying, high demand fields."*

SFCC GP Vision: “Through the shared work of Guided Pathways, by 2023, the SFCC community will equitably educate, empower, and equip all students to achieve their educational and career goals.”**

*Spokane Falls Community College GP Implementation Project Charter v. 1.95 from March 2019  
** SFCC GP Vision Statement from 2019 Steering Committee Retreat
Questions

Email us with your questions.