Higher Education Lockout: Examining the Low Income Student Experience

Charmaine E. Troy, Morgan State University

Available at: https://works.bepress.com/ctroy/2/
Higher Education Lockout: Examining the Low Income Student Experience

Charmaine Troy
Doctoral Student
Morgan State University
Outline

I. Review of Remedial Education & Tinto’s Theory of Student Departure

II. Sample Strategy: Individualized Academic Planning

III. Case Study-Morgan State University: ARISE Program

III.I. Integration with Institutional Mission
   a) Developed Program Strategies
   b) Implementation Strategies & Assessment
   c) Challenges & Responses
   d) Recommendations
Learning Outcomes

Participants will have the opportunity to:

• recognize the importance of individualized academic planning and encouragement in how students learn and excel in higher education;
• understand how poverty inhibits learning in higher education;
• understand the role that student affairs professionals can play in enhancing student learning;
• learn about successful approaches for increasing student retention rates among academically “at risk” students;
• understand specific details and strategies in developing and implementing student retention programs;
• learn ways to apply various concepts in creating and implementing a program on their own campus.
REMEDIAL EDUCATION

• Also referred to as “college prep”, “basic skills” or “developmental education”

• Coursework below college level in higher education institutions

• Problem inherited from the K-12 sector

• Tax dollars being used in colleges to teach high school courses

• To “whom” does remedial education serve?
UNDERPREPARED STUDENTS

• 94% of institutions with high minority enrollment offered remedial courses
TINTO’S THEORY OF STUDENT DEPARTURE (1975, 1993)

• FIVE CATEGORIES OF ISSUES LEADING TO DEPARTURE:
  • Personal
  • Social
  • Academic
  • Life Issues
  • Institutional Issues
INDIVIDUALIZED ACADEMIC PLANNING-ENCOURAGEMENT PROGRAMMING
Academic Programming Model

Research (Hale, 2006) shows that current academic models and mentoring methods developed by HBCUs are critical to the academic success of its students:

• Encourage students to integrate academically and socially.
• Retention program models: Summer bridge programs, weekly chapel gatherings, student government participation, community service learning components, etc.
CASE STUDY: MORGAN STATE UNIVERSITY- A.R.I.S.E. PROGRAM
Morgan State’s Mission Statement

To provide a comprehensive array of programs and services to the citizens and organizations of the Baltimore metropolitan area. Its three major mission components are:

• to educate citizens from diverse academic and socioeconomic backgrounds
• to carry out research, giving priority to that applicable to the problems of the region and its residents
• provide cultural opportunities for the region and offer programs of service to the community and the general public
Morgan State’s Mission Statement

The University has a long tradition of educating the very best prepared students as well as many others from disadvantaged backgrounds. It is strongly committed to continuing this tradition.

Approximately 95% of all students enrolled at Morgan State receives some form of financial aid.
A.R.I.S.E. Program

Background

- A.R.I.S.E. Program (Academic Recovery, Insulation, Stability, and Encouragement)
- Component of the Academic Enrichment Program (AEP) under the umbrella of the Office of Residence Life and Housing
- Provides campus residential students who are academically “at risk” the opportunity to receive individualized academic services
- Program designed to help students avoid the loss of on-campus housing, financial aid privileges, and academic probation.
A.R.I.S.E. Program

Mission

The mission of the A.R.I.S.E. Program is to academically support all on-campus students who fall below a 2.0 cumulative grade point average (GPA) by providing them with altruistic academic services.

Goals

• To academically support all on-campus students who fall below a 2.0 cumulative GPA by providing them with altruistic academic service.
• To build the GPAs of Morgan State University students who reside in university managed housing at the end of two semesters.
• To equip on-campus residence with the academic resources needed to graduate.
• To provide Morgan State University’s residential students with learning spaces that seek
• To foster the continuous promotion of academic success beyond the classroom.
A.R.I.S.E. Program

Developed Program Level Learning Outcomes

• Study Hall: Mandatory study hall required; 5 hours per week

• Tutorial Services: Mandatory tutoring once a month in weakest subject

• Academic & Personal Development Workshops: Mandatory workshops; one academic and one personal development

• Student Wellness component

• Morgan MILE
A.R.I.S.E. Program

Implementation Strategies

• Signing of contracts at individual meetings (required)

• Monitoring of study hall by electronic sign in (required)

• Monitoring of workshops attended by electronic sign in (required)

• Monitoring of tutorial sessions attended by electronic sign in (required)
A.R.I.S.E. Program

Challenges and Responses

• Initial meetings done in group setting in prior years
Response: Changed initial meetings from group to meeting students individually

• Low attendance to initial meetings to discuss academic plans
Response: Locked out of dorm rooms

• Low workshop attendance
Response: Changed workshop format
Assessment

• Review of Fall 2011 participants and those who increased GPAs

Questions to Spring 2012 students in survey
• List one way you think you have grown or developed as a result of the ARISE program.
• What was the one most useful or meaningful thing you learned in the ARISE program.
• In what area did you improve the most? What improvement(s) did you make?
• What goals did you set for yourself in the ARISE program? Have you accomplished the goals that you set?
• What problems did you encounter in the ARISE program? How did you solve them?
• If you could change any one aspect of the ARISE program or add a learning component, what would it be?
• In what area would you like to continue to strengthen your knowledge or skills that the ARISE program can assist you with?
Assessment Results

73 students in 2011 Fall program; 20 students graduated program due to GPA increase

• 64% of students participated actively in program
• Response to development due to ARISE: “It definitely made me understand that I need to study more if I want to achieve something”
• Goals: “Study more and make more time to do my work”; “to get mostly A's”
• Recommended change to program: “Add language tutors”
How can student affairs professionals help low income students?
Recommendations

• Increase workshop attendance; ARISE University (YouTube)
• Develop and implement the Student Wellness component
• Better measurement of students who attend tutorial sessions and study hours
• Addition of subjects to be tutored
• Better marketing of the AEP & its programs to MSU students
• Add updated course books to resource centers and promote to students


QUESTIONS?