


<b>BANNAN GRANT PROPOSAL COVER PAGE</b>	Date: April 15, 2011
---	----------------------

1.	Proposal Title	Has Jesuit Education Changed Us?: A look at First Generation College Student Experiences at Jesuit Universities		
2.	Name of Applicant	Lester Deanes, M.A.-Office of Student Life Erin Kimura-Walsh, Ph.D.-Ethnic Studies Program and LEAD Scholars Program		
3.	Phone	408-554-4583	E-Mail	Ldeanes@scu.edu
	Fax	408-551-1954		
4.	Type of Grant (check one)	<input checked="" type="checkbox"/> Bannan Grant	<input type="checkbox"/> Dialog & Design Grant	
5.	<b>Required:</b> Provide your 4-6 letter department or program ID. This is not a fund number. (i.e. ECON for Economics Department; LACLNC for Law Clinic)			
	Department/Program ID	D	S	L
	Contact Person	Lester Deanes	Extension	4583
6.	If your department does not provide administrative assistance to manage grants, we will provide assistance. Will you be in need of assistance to manage your grant?		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7.	Total cost of proposed project:		\$	5,000
8.	Amount requested from the Ignatian Center: * Please note that, while this research will take place at two institutions: Santa Clara University and Seattle University, the Bannan Grant funding requested will only be used toward project costs at Santa Clara University.		\$	5,000*
9.	Amount requested from other sources, if any (please list):		\$	
	LEAD Scholar Program		\$	
	Office of Student Life		\$	
10.	Please briefly explain what will happen to this project if you do not receive funding from the Ignatian Center:			
May be forced to postpone project to allow more time to obtain funding. Providing participants with an incentive is essential to the success of this project, in particular our ability to get a diverse range of participants, especially those who may be less involved in campus life or less likely to participate in a research project.				
Department Chair or Supervisor Approval		Matthew Duncan		4/18/11
		Name (type/print)		

Submit all proposals to: Theresa Ladriagan-Whelpley, Ignatian Center for Jesuit Education, Sobrato Hall, Room 34, Santa Clara University, 500 El Camino Real, Santa Clara, CA

95053-0454. [tladriganwhelpley@scu.edu](mailto:tladriganwhelpley@scu.edu)

Electronic **copies** of proposals via email are encouraged.

<b>BANNAN GRANT PROPOSED BUDGET</b>	Date: April 15, 2011
-------------------------------------	----------------------

Proposal Title	Has Jesuit Education Changed Us?: A look at First Generation College Student Experiences at Jesuit Universities
Name of Applicant	Lester Deanes and Erin Kimura-Walsh

I estimate that I will spend the requested funds as follows:

<u>Primary Account</u>	<u>Description</u>	<u>Amount</u>	
SUPPLY	Office, lab, instruction supplies	\$	
PHONE	Telephone charges	\$	
REPROD	Copying, printing	\$	
MAIL	Postage, mailing, fax charges	\$	
BSTRVL	Domestic transport, lodging, meals	\$	
INTRVL	Foreign transport, lodging, meals	\$	
SPCEVT	Food, room charges for special event	\$	
CONTRS	Guest speaker honoraria, research subject fees, professional services	\$	4,575
MISC	Publications, subscriptions, membership dues	\$	
STFSAL	Staff salaries	\$	
SWAGE	Student wages	\$	425
FACSAL	Faculty salary	\$	
BENEXP	Benefit expenses for faculty, staff, student	\$	
	TOTAL	\$	5,000

**\*\*Please Note:** In the event that this grant is awarded, your department is responsible for any associated overdrafts.

<b>BANNAN GRANT PROPOSAL EVALUATION FORM</b>	Date:	April 15, 2011
--	-------	----------------

Proposal Title	Has Jesuit Education Changed Us?: A look at First Generation College Student Experiences at Jesuit Universities		
----------------	---	--	--

Name of Applicant	Lester Deanes; Erin Kimura-Walsh		
-------------------	----------------------------------	--	--

Phone	408-554-4583	Email	ldeanes@scu.edu
-------	--------------	-------	-----------------

<b>Part I:</b>	<i>(To be completed for submission along with your original grant proposal.)</i> List the intended outcomes for this project: (use additional pages if necessary)		
----------------	--	--	--

This research project aims to explore these primary research questions:

1. How are first generation students exploring their religious/spiritual identity? What role did spirituality play in their career decision? Did they participate in campus activities consistent with Ignatian philosophy regarding discernment and reflection? What impact did those activities have on career decisions or behavior in the workplace?
2. How does the unique context of Jesuit Catholic universities influence the experiences of first generation college students and how can these institutions best serve these students?
3. How are the experiences and needs of first generation college students similar and different across all four years of college, and for alumni?
4. How are first generation college students experiencing high impact learning practices (Kuh, 2008)?

**Pending approval of your grant, Parts II & III are to be completed at the end of your grant period**

Proposal Budget				
Account Number	Fund	Dept ID	Program	Activity

<b>Part II:</b>	Briefly describe the actual measurable outcomes of this project and the assessment tools you used: (use additional pages if necessary)		
-----------------	--	--	--

--	--	--	--

<b>Part III:</b>	Describe any other outcomes of your project.

**Title**

Has Jesuit Education Changed Us?: A look at First Generation College Student Experiences at Jesuit Universities

**Description of Project**

“Education is not the filling of a pail but the lighting of a fire” W.B. Yeats

During the Jesuit Conference in 2002, the Jesuits defined Jesuit education as involving the highest level of scholarship, teaching and a commitment to service (Traub, 2008). At Jesuit institutions students should receive an excellent education and, regardless of major, leave these institutions exposed to Jesuit and Catholic identity. In addition, students should experience the Ignatian principles of discernment, reflection and social justice. Fr. Nicolas further emphasizes this point in his higher education address: “Likewise, Jesuit education should change us and our students. We educators are in a process of change. There is no real, deep encounter that doesn’t alter us. What kind of encounter do we have with our students if we are not changed? And the meaning of change for our institutions is “who our students become,” what they value, and what they do later in life and work”(Nicolas, 2010). Are college students at Jesuit institutions moved to action by their experiences in and outside class after college? And more specifically, are our underrepresented campus communities, in this case first generation students receiving a complete Jesuit education that moves them to consider their role in achieving social justice?

The First Generation College Student Experience at Jesuit Universities Research Project will explore the experiences of first generation college students at two Jesuit Catholic Universities: Santa Clara University and Seattle University in order to better understand the changes they experience during their college years. We would like to explore whether Jesuit education lit a fire in first-generation

college students. Further, we included Seattle University in this study to leverage the impact of this research on the greater Jesuit higher education network to demonstrate an example of collaboration among institutions. In addition, Seattle University has a similar number of first generation students as Santa Clara University. However their campus also has key differences, for example they offer a limited amount of direct services to first generation students. Using focus groups, a demographic survey, and academic records, this study will explore the factors that create social and academic challenges for first generation college students at these institutions, as well as the factors and resources that support their success. Additionally, it will explore the role of Jesuit and Ignatian pedagogy in their college lives, examining the impact that these core values have on their role as agents of social justice. Lastly, this study will look at how experiences and needs may differ for first generation college students across class standing by interviewing students from all four academic years, as well as alumni one year after graduation. This study will potentially use four primary frameworks for examining students' experiences. Jesuit education and Ignatian pedagogical approaches (Duminuco, 1993), cultural capital (Bourdieu, 1977; McDonough, 1997) and community cultural wealth (Yosso, 2005) will be used to understand how student backgrounds impact their college experience. High impact learning practices, which includes study aboard and immersion programs (Kuh, 2008), will be used to frame student success, broadening our understanding of how students should benefit in their learning on Jesuit college campuses. Overall, this study will examine the range of experiences of first generation college students while exploring how the unique contexts of Jesuit institutions support this student population.

Much of the research on first generation college students focuses on college access with limited literature on the retention and academic success of first generation college students once they gain college admission. Overall, this research on college experiences and retention has found that first generation college students face numerous challenges within higher education contexts. In comparison to their continuing generation peers, first generation college students are less likely to graduate from college within four years (Nunez & Cuccaro-Alamin, 1998), and more likely to leave their institutions before graduating (Billson & Terry, 1982). First generation students have been found to be less engaged in the academic lives of their institutions. They are more likely to earn lower grades, spend less time studying, complete fewer course hours and are less likely to participate in honors programs (Billson & Terry, 1982; Pascarella, Wolniak, Pierson, & Terenzini, 2003; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). Further, first generation college students spend less time on campus and are less engaged in campus activities or clubs (Grayson, 1997). Other scholars have also found that transitioning to college can be a significant and sometimes challenging transition, as they often have to negotiate two cultures, their home community and a higher education culture which often reflects dominant societal norms quite different from their own (Gonzalez, 1999; London, 1992).

Research also reveals that institutional context and climate have a significant impact on the success (or failure) of first generation college students. For example, Filkins and

Doyle (2002) found that first generation college students were more likely to make gains in critical thinking and writing if they felt that their academic efforts were supported. Further Ishitani (2006) found that first generation college students were more likely to persist at private colleges and universities, as well as those institutions that were selective. This finding is echoed by Kelly, Schneider and Carey (2010) who found that when academically appropriate, first generation Hispanic college students were more likely to persist in selective institutions.

While some research has examined the experience of first generation college students broadly, little information has been gathered about the impact that a Jesuit education has had on first generation students. At Santa Clara University, Ramos-Sanchez and Nichols (2002) conducted a study that examined the impact of self-efficacy on the academic performance of first generation college students in comparison to continuing generation students. However, they did not explore the unique impact of Santa Clara University as a Jesuit campus on its first generation college students.

As a result, we have some quantitative knowledge of the impact of private and selective institutions on first generation college students (Ishitani, 2006; Kelly, Schneider and Carey, 2010) and the factors that affect the academic performance of first generation college students at Santa Clara (Ramos-Sanchez and Nichols, 2002). Yet, we have little qualitative understanding of how Santa Clara and other Jesuit universities support first generation college students in persisting through college. Furthermore, there are indications that it is becoming even more salient to explore how students are experiencing Jesuit education. For example, Jesuit institutions in recent years have added a series of questions in the National Student Engagement Survey (NSSE) to gather data gauging student understanding of Jesuit education. This study will build on this growing research by exploring the experiences of first generation college students at two private, moderately selective, Jesuit Catholic institutions: Santa Clara University and Seattle University. While this study offer insights into the experiences of students at private, selective institutions, it also consistent with the social justice mission of these Jesuit Catholic Universities. It is important to explore what these universities are doing to support this underserved student population, and how they can improve. In addition, it is important to uncover whether first-generation students leave our Jesuit institutions with an understanding and commitment to using their education for the greater good.

### **Methodology**

This research project aims to explore primary research questions:

1. How are first generation students exploring their religious/spiritual identity? What role did spirituality play in their career decision? Did they participate in campus activities consistent with Ignatian philosophy regarding discernment and reflection? What impact did those activities have on career decisions or behavior in the workplace?
2. How does the unique context of Jesuit Catholic universities influence the experiences of first generation college students and how can these institutions best serve these students?
3. How are the experiences and needs of first generation college students similar and different across all four years of college, and for alumni?

4. How are first generation college students experiencing high impact learning practices (Kuh, 2008)?

To explore these questions, we will conduct focus group interviews with first generation college students who in their first, second, third, and fourth year at SCU as well as alumni who graduated the year before. Focus groups interviews were selected as the primary methodology because it will allow for an exploration of major processes (Creswell, 2003) such as: significant transitions (e.g. entering and leaving college), learning in both curricular and extracurricular settings, and developing relationships such as those with advisors and mentors. Further, since there will be multiple participants in each focus group, and multiple focus groups, we will be able to compare experiences across both individuals and academic years.

We anticipate that 10-15 focus group interviews will be conducted at each institution for a total of 20-30 focus group sessions. We estimate approximately 100-150 students total will participate with 50-75 students at each campus. Since less has been written about the first generation college students in their fourth year and first generation college alumni, we plan to oversample these groups. At each institution, we plan to interview 10 first year, 10 second year, and 10 third year students. Then we plan to interview 15-20 fourth year students and 15-20 alumni. Along with the interviews, participants will be asked to complete a demographic survey. Further, we will also review the participants' academic records.

To analyze the qualitative data, codes will be assigned to particular sections of documents and fully-transcribed interviews using Atlas ti software (Merriam, 1998). All of the researchers will engage in coding and comparison of coding to ensure the clarity and accuracy of the codes and coding. Lastly, pattern analysis, in which major patterns are identified in the data and compared to the existing patterns indicated in the literature and theory, will be conducted (Yin, 1994). The quantitative data obtained through the demographic surveys and academic records will be entered into SPSS and analyzed using basic descriptive statistical techniques.

Findings will be validated through member checking in which each participant will have access to their transcribed interviews and findings from the study (Creswell, 2003). Additionally, validity for this study is also addressed by triangulation having the three researchers engage in coding some of the same interviews, and peer examination in which we will share our findings with each other and other peers (Merriam, 1998).

**Timetable**

April-August 2011: Collect and review literature on first generation college students

June-August 2011: Draft literature review

April-August 2011: Review focus group interview protocol and survey based on literature

August-December 2011: Identify potential participants

November 2011: Conduct practice focus group interviews

January-March 2012: Recruit 3<sup>rd</sup> and 4<sup>th</sup> year potential participants

January-March 2012: Conduct focus group interviews with 3<sup>rd</sup> and 4<sup>th</sup> year participants

March-June 2012: Recruit 1<sup>st</sup> year, 2<sup>nd</sup> year and alumni potential participants  
March-June 2012: Conduct focus group interviews with 1<sup>st</sup> year, 2<sup>nd</sup> year and alumni participants  
March-August 2012: Transcription and analysis of interview data, survey data and academic records  
November 2012: Prepare report and presentation for Office of Student Life, LEAD Scholars Program, campus community and participants  
November 2012-August 2013: Develop and submit at least 1-2 research articles based on data and analysis

### **Relevance to Research and Teaching**

*Erin Kimura-Walsh's* field is higher education with a focus on equity in higher education and institutional change for diversity. This research project ties in directly with previous research projects focusing on the institutional climate for Ethnic Studies, and higher education access for students of color. Further, this research will contribute directly to her teaching and student services work. As the Assistant Director of the LEAD Scholars Program, which serves first generation college students at Santa Clara University, she provides student services to this population with the purpose of enhancing retention and success. Further, she designs and teaches the LEAD Seminar, a two quarter course taking by first year first generation college students that focuses on the college transition and student leadership. Both the LEAD Scholars Program and the LEAD Seminar would greatly benefit from having further information on the experience of first generation college students on the campus. In particular, a better understanding of the experiences of fourth year students and alumni would help the program develop its model of serving students during all four years of college. Lastly, Erin also teaching Ethnic Studies 157: Race, Gender, Class and the College Experience. This research would increase her knowledge base for this class, enhancing her ability to address issues of access and retention especially regarding first generation college students.

*Lester Deanes'* research interests and current position are focused on improving the campus climate for students. This research project will allow him to better assist SCU with serving the needs of first-generation college students. Gaining a direct knowledge of the services and resources that are both effective and ineffective in supporting first generation students is critical to his efforts for sustaining a positive campus climate. In addition, it is his hope that this program can serve as a catalyst for future academic and practitioner collaborations. The ability to apply what is learned through scholarship to real-world college settings has been valuable for many years. He strongly believes that using scholarship to enhance decision-making regarding financial and human resources is critical for SCU and higher education in general.

Participating in this research project will allow *Erica Yamamura* to enhance her teaching and research at Seattle University in a number of meaningful ways. First, this will be her first multiple-Jesuit-institution research study, providing an opportunity learn about Jesuit education in a larger context and possibly impact practice at two institutions. Second, as the Graduate Project coordinator in her program, this project would allow her to provide graduate students a meaningful way to examine and understand the first generation

student context in classes. Lastly, this project provides an important space to allow for intra-institution collaboration, which is a hallmark for increasing best practices at both Santa Clara and Seattle University. She hopes that this will be the start of many future collaborative research opportunities as well.

### **Relevance to Bannan Institute Criteria for Funding**

This study is highly relevant to the Bannan Institute's work ensuring that Santa Clara University produces educated men and women who will be of service to others, as well as the Institute's use of Ignatian principles to expose believers and non-believers to the potential for all of us to do good in the world. This study offers the Bannan Institute and the broader university the opportunity hear from an underrepresented campus community, first generation college students. Through this research we will gain an understanding of how these students have experienced Ignatian principles during their education and how they plan to use or are using these principles to guide their lives. Below are a few examples of how this study directly applies to the mission of the Bannan Institute.

#### **The practical spirituality of *The Spiritual Exercises***

The exploration of faith and the process by which students make meaning of their lives, their relationships and the world will be explored in the study. We will pay close attention to patterns that may emerge from freshmen year to senior year, as well as for alumni.

#### **Education of the Whole Person**

This research project seeks to explore first-generation students' experiences holistically, "including the intellectual, aesthetic, moral, spiritual, affective, physical and social" (Bannan Grant guidelines, 2011, p.2) aspects. Our intent is to make certain that these students are leaving our institution with the best Jesuit education possible. We would like to explore the specific Ignatian practices that students participated in at SCU and Seattle University. What Arrupe placements, immersion trips, retreats, or other opportunities did they pursue? What lasting impact did these experiences have on them?

#### **The Commitment to the Faith That Does Justice in the World**

First generation college students and Jesuits have been linked since the 19<sup>th</sup> century, when the Jesuits focused on educating immigrant communities in the U.S and indigenous communities around the world (Traub, 2009). As educators the Jesuits wanted to educate underprivileged communities to ensure that they were able to participate in the industrial economy and maintain their Catholic identity. In many cases those students were the first in their families to receive a formal education. This project attempts to ensure that Santa Clara University and Seattle University remain true to this core mission 150 years later. Furthermore, we believe the lessons learned from this research project have the potential to inform and/or serve as a template to research other underrepresented communities on our campuses.

For all students going through the process of vocational discernment is often a challenge. First generation students have the additional hardship of being the first family member to receive a college degree. For these students choosing a vocation may create unique challenges since they may lack exposure to a range of careers and have limited guidance in their career or vocational exploration. In this study we will use concept of vocational discernment to investigate how students manage their various internal and external pressures, and use campus resources, to discover their calling.

### **Grants or Fellowships**

Kimura-Walsh:

2007-08: Recipient, *UCLA Dissertation Year Fellowship*. Fellowship of \$26,967.50 to provide for fees and stipend during completion of dissertation.

Deanes:

2008-09: Recipient: JNEE (Jesuit Network for Education Equity) Access and Equity Grant from the Lumina Foundation. Received \$4000 to purchase materials and train facilitators for SCU's diversity education program for student leadership called *Perspectives*.

Yamamura:

2011-Present: Principal Investigator, *Developing Culturally Inclusive Recruitment and Retention: Exploring Latina/o Recruitment & Retention at an Emerging Hispanic Serving Institution (HSI)*. Research grant from the Summer Faculty Research Fellowship Program, Seattle University for \$7K to conduct research on students' and administrators' perspectives on becoming an HSI.

2008-9: Principal Investigator, *Advancing Educational Equity: Does K-12 Outreach Affect College Success?* Research grant from the Research Enhancement Program, Texas State University, San Marcos for \$8K to conduct research on the longitudinal affects of a K-12 outreach program.

**Report on previous internal grants: N/A**

### **Itemized budget**

*SCU honorariums*: \$25 each for 75 participants \$1875  
Each participant will be compensated for participating in the full study. This will help to ensure a range of participants including those who may be less engaged and thus more motivated by compensation.

*SCU interview transcriptions*: \$120 per hour \$2700

Each focus group interview will require verbatim transcription. It is most efficient for a professional transcriber to transcribe the interviews. Further, since there will be multiple

participants in each focus group interview, the transcription will be more complex and more expensive than individual interviews. Transcription will cost approximately \$2.00

*SCU research assistant:* \$12 per hour \$425

Over 12 weeks, this student will primarily assist with data entry and analysis including entering data into SPSS, and reviewing and coding interview transcripts.

Total budget:  
\$5,000

Pending funding requests:  
Bannan Grant: \$5000

Total grant request:

Other potential funding sources:

## References

- Billson, J. M., & Terry, M. B. (1982). In Search of the Silken Purse: Factors in Attrition Among First-Generation Students. *College and University*, 57-75.
- Bourdieu, P. (1977). Cultural Reproduction and Social Reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and Ideology*. New York: Oxford University Press.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
- Duminuco, V. J. (1993). *Ignatian Pedagogy: A Practical Approach*. Society of Jesus. Rome. Retrieved from [http://www.seattleu.edu/uploadedfiles/core/jesuit\\_education/ignatian%20pedagogy.pdf](http://www.seattleu.edu/uploadedfiles/core/jesuit_education/ignatian%20pedagogy.pdf)
- Filkins, J. W., & Doyle, S. K. (2002). *First Generation and Low Income Students: Using the NSSE Data to Study Effective Educational Practices and Students*. Paper presented at the Annual Forum of the Association for Institutional Research.
- Gonzalez, K. (1999). *Campus Culture and the Experiences of Chicano Students in Predominantly White Colleges and Universities*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, San Antonio, TX.
- Grayson, J. P. (1997). Academic Achievement of First-Generation Students in a Canadian University. *Research in Higher Education*, 38(6), 659-675.
- Ishitani, T. T. (2006). Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States. *The Journal of Higher Education*, 77(5), 861-885.
- Kelly, A., Schneider, M., & Carey, K. (2010). *Rising to the Challenge: Hispanic*

- Graduation Rates as a National Priority*. American Enterprise Institute. Retrieved from <http://www.aei.org/docLib/Rising-to-the-Challenge.pdf>
- Kuh, G. D. (2008). *High-Impact Educational Practices*. Washington, D.C.: Association of American Colleges and Universities.
- London, H. B. (1992). *Transformations: Cultural Challenges Faced by First-Generation Students*. In L. S. Zwerling & H. B. London (Eds.), *First Generation Students: Confronting the Cultural Issues* (Vol. 80, pp. 5-11). San Francisco: Jossey-Bass Publishers.
- Merriam, S. B. (1998). *Qualitative research and case study application in education*. San Francisco: Jossey-Bass.
- McDonough, P. M. (1997). *Choosing College*. Albany, NY: State University of New York Press.
- Niccolas, A., S.J. ( 2010, April 23). *Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today*, Speech presented at " Networking Jesuit Higher Education: Shaping the Future for a Humane, Just, Sustainable Globe" Mexico City.
- Nunez, A.-M., & Cuccaro-Alamin, S. (1998). *First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education* (pp. 1-87). Washington, DC: National Center for Educational Statistics.
- Pascarella, E. T., Wolniak, G. C., Pierson, C. T., & Terenzini, P. T. (2003). *Experiences and Outcomes of First-Generation Students in Community Colleges*. *Journal of College Student Development*, 44(3), 420-429.

- Ramos-Sanchez, L., & Nichols, L. (2002). Self-Efficacy of First-Generation and Non-First-Generation College Students: The Relationship with Academic Performance and College Adjustment. *Journal of College Counseling, 10*(1), 6-19.
- Traub, George W. (2009) Do You Speak Ignatian?: A Glossary of Terms Used in Ignatian and Jesuit Circles. Mission & Identity Xavier University.
- Traub, George W. (2008) *A Jesuit Education Reader*, Chicago, IL: Loyola Press.
- Terenzini, P. T., Springer, L., Yaeger, P. M., Pascarella, E. T., & Nora, A. (1996). First Generation College Students: Characteristics, Experiences and Cognitive Development. *Research in Higher Education, 37*(1), 1-22.
- Yin, R. K. (1994). *Case study research: Design and methods* (Vol. 5). Thousand Oaks, CA: Sage Publications.
- Yosso, T. J. (2005). Whose culture has capital: A critical race theory discussion of community and cultural wealth. *Race, Ethnicity and Education, 8*(1), 69-91.