FIRST TO GO

Year-End Report
2011 - 2012

LMU Academic Resource Center
Approximately 20% of the LMU student body may be considered first-generation; there are nearly 100 students in the First To Go (FTG) community.

This year we had a more intensive vetting process before pairing students with mentors; matches were made based on career goals, personal interests (e.g., religion) or similar backgrounds (e.g., being from out of state, had strict parents, etc.). Note: race and ethnicity are not explicitly considered.
First-year BCLA students were invited to participate in the FTG Learning Community, which includes a one unit seminar and Core English courses offered each semester.
One unit seminar co-facilitated by current FTG students

ENGL 110 taught by La’Tonya Rease Miles and ENGL 140 taught by Danelle Dyckhoff
There was some variation among students enrolled in the courses. For instance, some students who were in the fall classes did not continue in the spring. And we gained new students in the spring who had not been in the fall courses.

Students who took all classes both semesters made very strong ties with one another.

Going forward, we are requiring students to make a year-long commitment to the learning community.
Students who were not enrolled in the learning community were invited to all First To Go-sponsored activities, and were also paired with mentors, if they requested one and met with Dr. La’Tonya Rease Miles.

FTG collaborated with Admissions Office to provide training for first-gen students to serve as tour guides when campus visitors request a “first-gen perspective” of LMU.
The 5 Social Justice Scholars were required to participate in First To Go; three students were in the FTG Learning Community.

Four of the five Scholars were actively involved in First To Go and made major contributions to the program’s growth.
More first-generation graduating students and graduate students expressed an interest in contributing to the program; one student even wrote her MA thesis on the program, i.e., *Mentoring Underrepresented Students in Higher Education: A case study of the First to Go Program at Loyola Marymount University*
Major themes from 2011-2012

- Program worked with even more non-traditional populations, including commuters, foster youth, emancipated youth, returning adults, students responsible for disabled parents, etc.

- **Undecided first-generation students** not enrolled in the Learning Community appeared to have more difficulties adjusting to LMU
- Some students’ needs are very complex, ranging from **survivor’s guilt** to financial duress
- Despite the various resources available, our first-generation students still are hesitant about turning to professional staff and faculty for support
- Students require continual guidance on **how and when** to ask for help and from **whom**
- Mentors should be **persistent** and **proactive** in communicating with students and FTG office
First To Go Demographics

May 2011
35 students

Gender
Female 83%
Male 17%

May 2012
98 students

Gender
Female 69%
Male 31%
Year Level

May 2011
- Freshman: 60%
- Sophomore: 20%
- Junior: 14%
- Senior: 6%
- Graduate: 2%
- 17% Transfer Students

May 2012
- Freshman: 41%
- Sophomore: 28%
- Junior: 21%
- Senior: 8%
- Graduate: 2%
- 13% Transfer Students
Fall Highlights

2011-2012 Welcome Reception

ExtraOrdinary Heroes panel featuring Martha de la Torre, CEO, and Franky Carrillo
Learn at Lunch with Student Affairs

Fall Etiquette Dinner

The Inside Scoop with Dr. Sandra Luca
Balancing Life and Family Responsibilities with Dr. Tracy Shaw of SPS
First To Go Night, LMU vs. UCLA Basketball Game

Pre-Finals Study Break: Bowling
Spring Highlights

Spring Etiquette Dinner

First-Generation Panel for High School Students

Bentos Beneath the Palms

Psychology Meet and Greet: Upper division FTG students welcomed first and second year students into the major

First Gen Pub Night
(co-sponsored by Hannon Library)
Building Community
9 participants met weekly during spring semester to develop and edit a personal narrative; these narratives will be made available via Digital Commons.
### 2010 – 2011

#### End of Year Goals

- Efficient means of identifying students
- Even more proactive recruitment
- Possibility of online applications
  - More info on students
- More events that would allow for mentor-mentee interaction in an informal setting
- Full-time staff

### As of Spring:

- Collaboration with Admissions, Registrar
- Sent out FTG postcards to prospective freshmen
- FTG Online Application form in ARC webpage
- FTG Night – Basketball Game
- Bowling with Mentors
- Getting there! Last Spring, FTG had student assistant and graduate assistant
- Prof. Danelle Dyckhoff as FTG Advisor beginning Fall 2012
- Jonathan Gomez will coordinate the LIBA courses
What’s in store for next year?
Our community expands!

**Learning Community**
- Reserved classes
- Early move-in
- Peer Mentors

**Student-led Club**
- Family Banquet
- Service opportunities
- Alumni panels

**Campus-Wide Outreach**
- Welcome Reception
- Writing Community
- Campus Job Shadow Program
- AB Trip
- Library Guide/Annotated Notes
- “I Have a Dream Job” series

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Our community expands!
Thanks for a great year!

(featured: Jessica Lopez, fall Academic Convocation Speaker)