



OFFICE OF THE
DEAN OF THE COLLEGE

From Access to Success: Princeton's Programs for Access and Inclusion



*Khristina Gonzalez, Associate Dean of the College, Director of Programs for
Access and Inclusion*

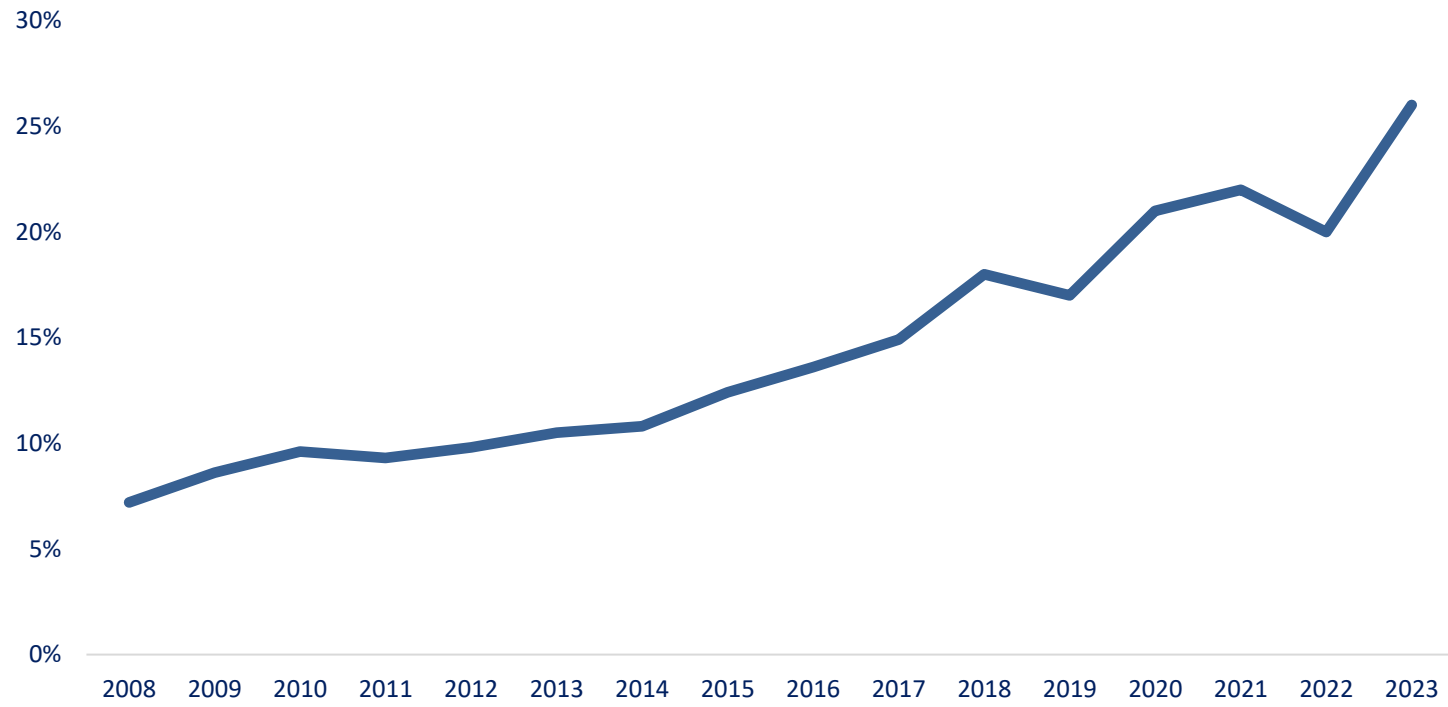
Princeton's Changing Student Body as a Case Study in College Access

We are experiencing *what is probably the greatest transformation of Princeton's undergraduate student body since coeducation*. Over recent decades we have significantly diversified our student body in many respects, and the substantial increase in Pell-eligible students reflects our continuing commitment to attract and enroll students from a broad range of socioeconomic backgrounds. This is a core value of our University, and *it is made possible, in part, by a financial aid program that makes Princeton affordable to students at all income levels*.

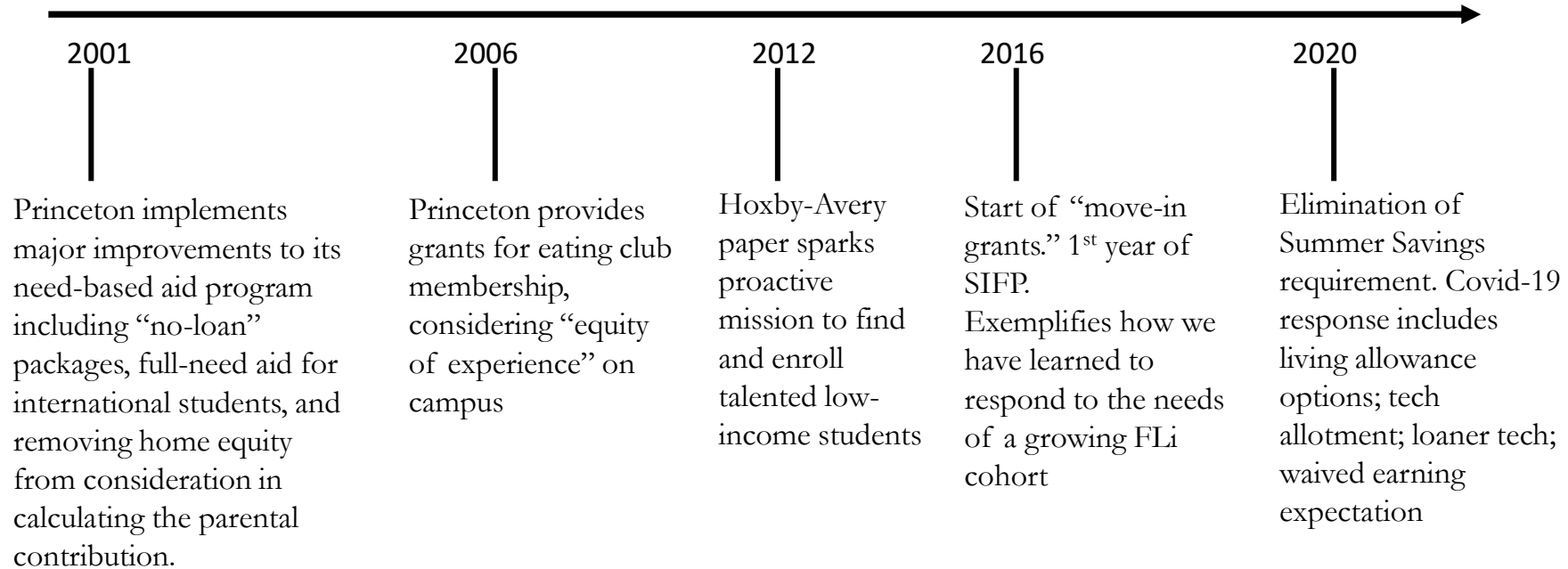
-President Christopher Eisgruber, November 2016

Pell Grant recipients now represent over 22% of Princeton students

25% of the class of 2023 is Pell-eligible



This growth is a result of 20 years of changing policies to promote access

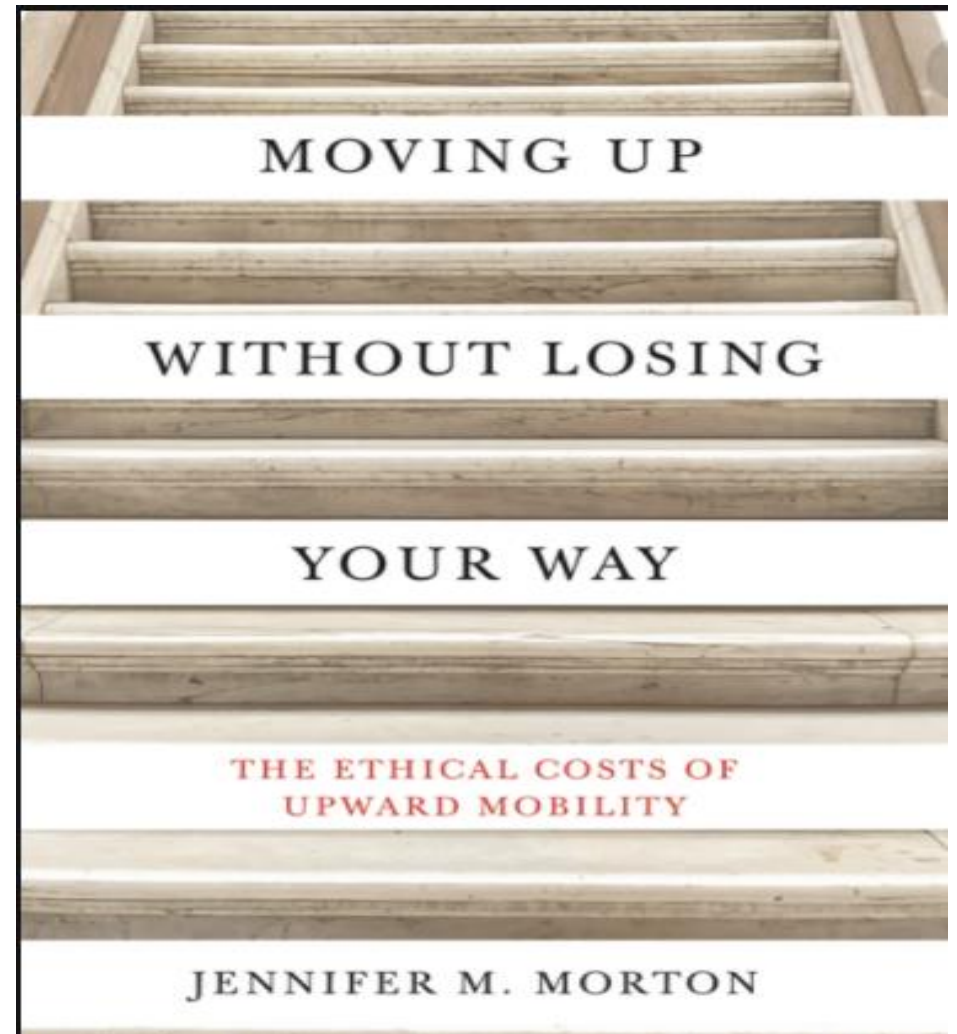
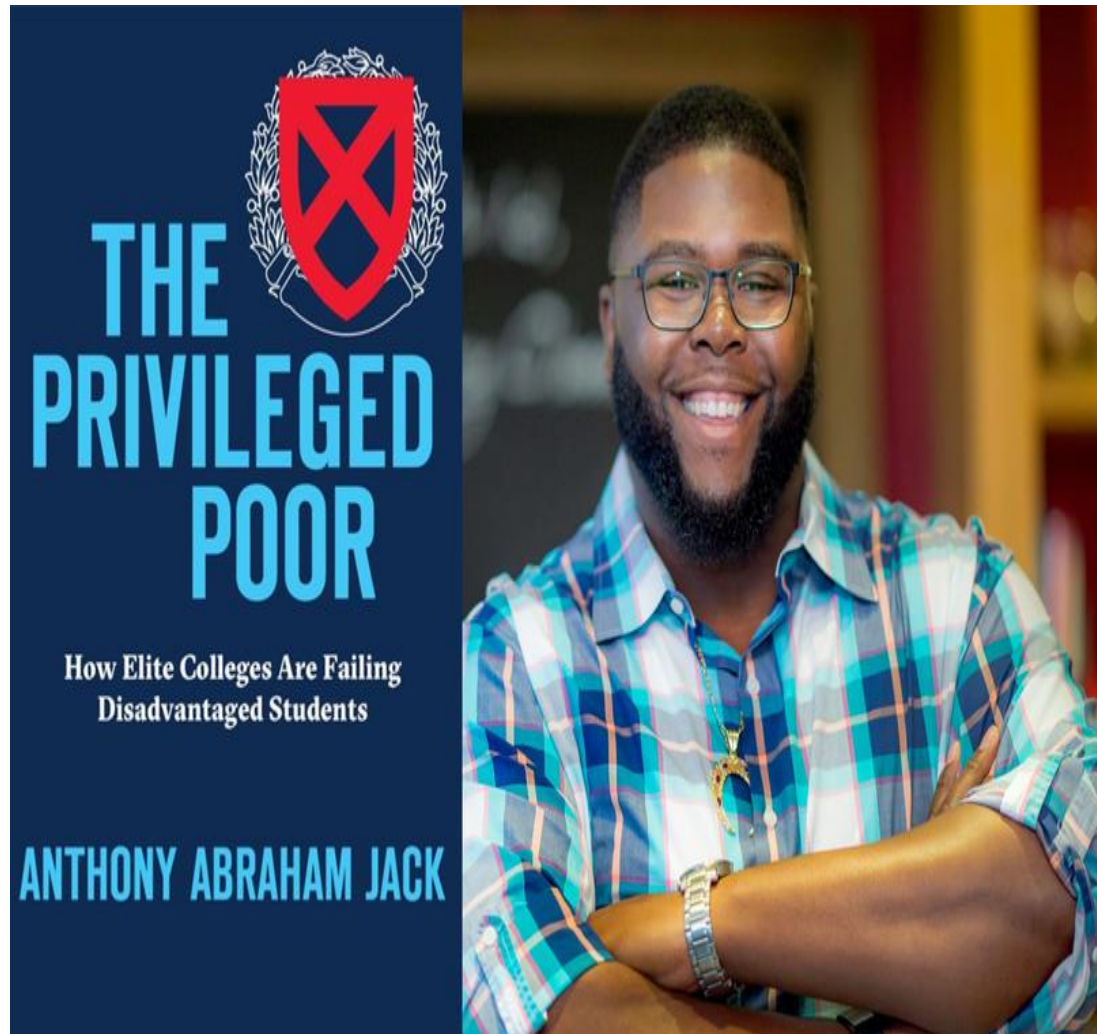


Diversification of the student body is aligned with the University's commitment to excellence

It is important for the University to identify and attract more qualified students from low-income families. Fulfilling that commitment is essential if the University is to achieve its goal of seeking talent from all sectors of society. *Only by calling upon all sources of talent can the University achieve the excellence necessary to “advance learning through scholarship, research, and teaching of unsurpassed quality.”*

—President Christopher Eisgruber, February 2017

Media attention in the US has increasingly focused on Fli student *success*, rather than just on college *access*



Institutional Initiatives to Promote Fli Student Success

Policies/Structural Initiatives:

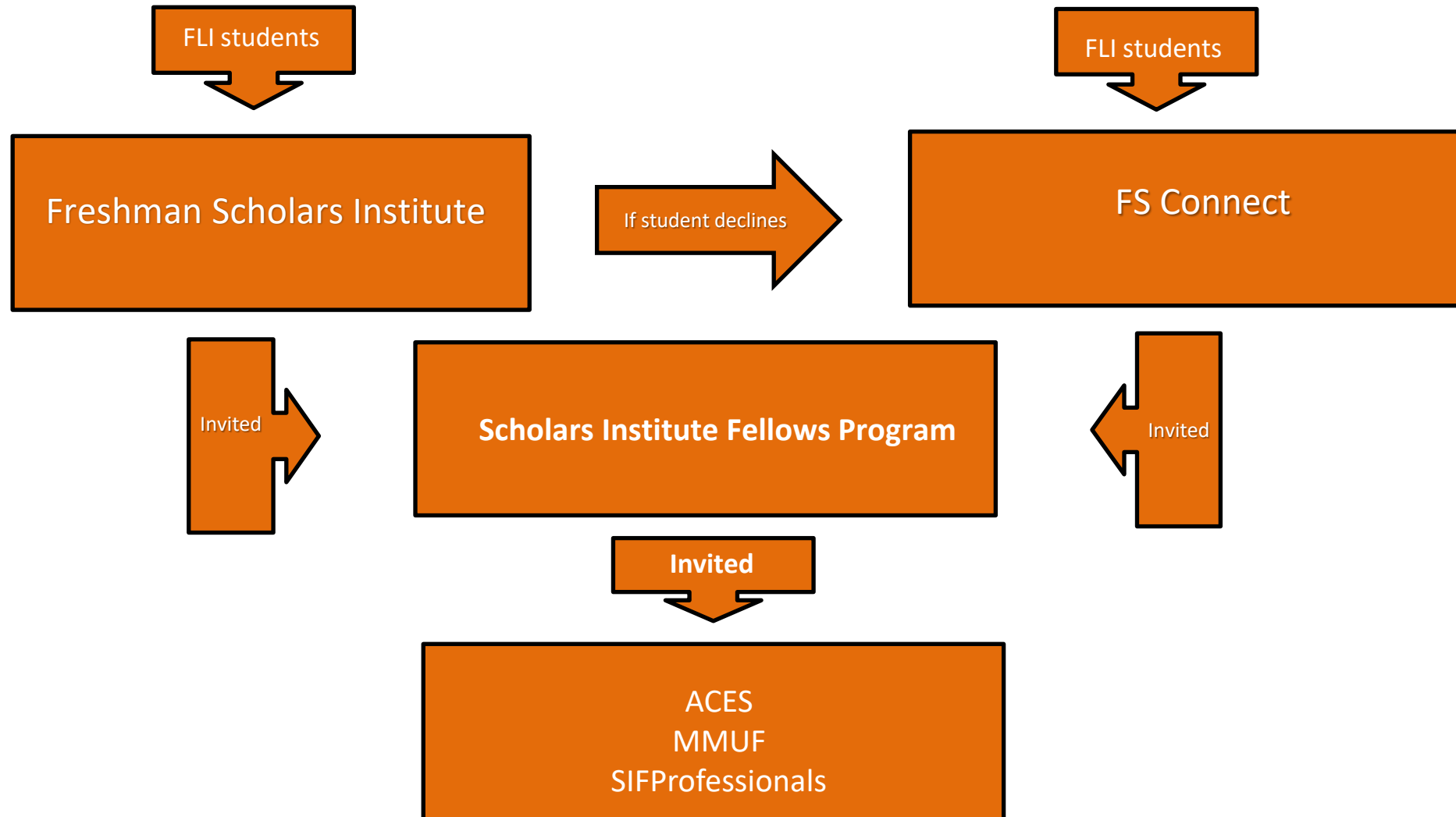
- **Room and Board:** fully-funded through financial aid; dorms do not close over break; break meals; “continuous housing” program
- **Professional Development Opportunities:** all University internships are fully funded at a certain minimum.
- **Financial support:** Move-in allowance, no-loan policy, funds for emergency travel
- **Health and wellness:** Health services fund for medical needs, fund for chronic illness management; clinical and psychological services free/coverage for off-campus use
- **Academic Equity:** free tutoring, structured/trained advising, equitable study group creation, new major on-ramps
- **Co-Curricular Access:** no charge for social programming; subsidies for “eating club membership.

Institutional Initiatives to Promote Fli Student Success

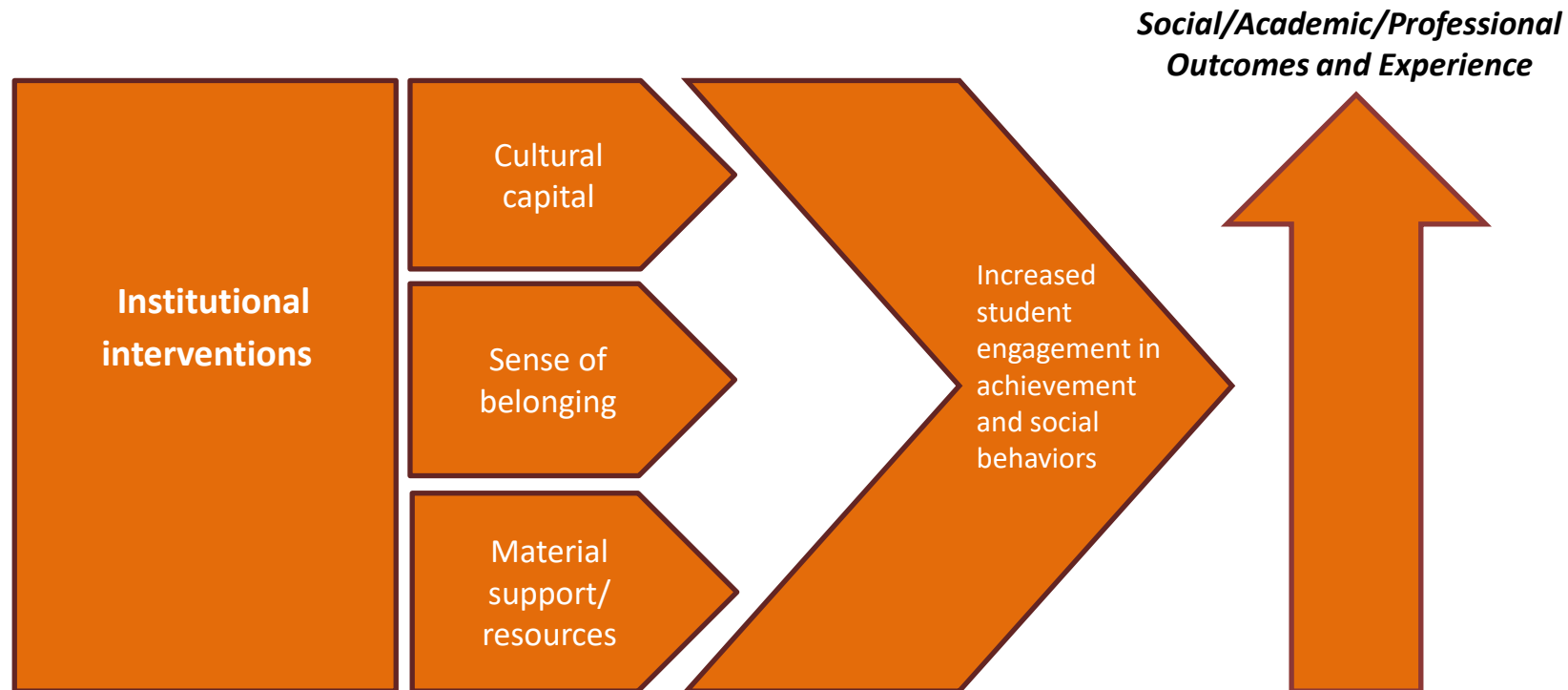
Programmatic Initiatives:

- **Freshman Scholars Institute (FSI):** Credit-bearing, pre-orientation immersion program
- **FS Connect:** Non-credit bearing distance orientation program
- **Scholars Institute Fellows Program (SIFP):** Ongoing 4-year scholarship and mentorship community for Fli and other historically underrepresented students
- **Transfer, Vet, and NTS Programming:** Special FS Connect cohort, STEM bootcamp/orientation; special SIFP mentorship group, customized Writing Seminar
- **SIFProfessionals Program:** Structured mentorship and curriculum to support post-graduate launch (funding for professional development/test prep, alumni mentorship; life skills workshops)
- **Rutgers Robert Wood Johnson/Princeton ACES Program:** Pipeline program designed to support underrepresented college in pursuit of medical school.

Our flexible programs support our diverse Fli student populations *to, through, and beyond* the University



They are based in research-based intervention strategies to boost student outcomes and experience



Princeton Freshman Scholars Institute

2019 Report



~61 “Fli” (first-gen/lower-income) Incoming Princeton Students

Fulfill TWO distribution requirements; Ways of Knowing (EC) and a choice of either

EGR 150: Foundations of Engineering (STL), POL 245: Visualizing Data(QR) or

MOL 152: Laboratory Research in the Life Sciences (STL)

Geographically, racially, ethnically diverse (large populations in CA, TX, NJ, NY)

Often: fewer opportunities for academic enrichment/professional development

FS Connect: Small, Private Online Course

Structure: 7 weeks, non-credit bearing; Synchronous and Non-Synchronous Elements

Numbers: 12 students in 2016, 35 in 2017, 100 in 2018, **115 in 2019**

Goals: Shared with FSI Residential; Promote belonging, provide resources, provide cultural capital

Curriculum:

- 1) Academic Skills:
Connect and Critique which offers critical thinking, reading, writing assignments
Connect and Solve which offers quantitative and scientific reasoning (NEW!)
- 2) Scholarly Conventions: Introduction to Precept (Google hangout); 1:1 Conferences
- 3) Resource Knowledge: Introduction to Campus Offices/Staff/Faculty
- 4) Sense of Belonging: Mentorship; Community Building Discussion Forum

2019 FS Connect Trailer

balance
1) no. of atoms
2) total charge

$H_2(g) + F_2(g) \rightarrow 2HF(g)$

octane
 $C_8H_{18} + \frac{25}{2} O_2 \rightarrow 8CO_2 + 9H_2O$

$2C_8H_{18} + 25O_2 \rightarrow 16CO_2 + 18H_2O$

C $2 \times 8 = 16$
H $2 \times 18 = 36$

Watch later Share

MORE VIDEOS

0:57 / 2:33

YouTube

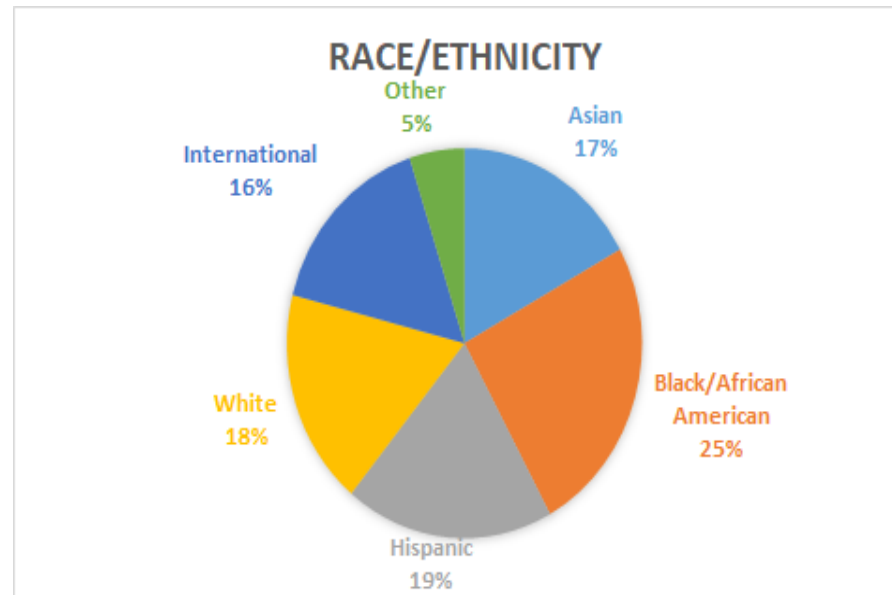


All-Remote Engagement

Our Biggest Summer Ever: 130 student participants!

FLI Students

- First in Family to 4-Year College
- Lower-Income (<65k)
- Fewer Academic/Co-curricular Opportunities
- Leadership/Service



LOCATION

- Domestic: from Hawaii to Alaska and New Jersey to California
- International: Rwanda, UK, Ghana, Korea

Scholars Institute Fellows Program

Growth Narrative: From 40 in 2015 to 450 (!) in 2020-21



Mentorship Groups: Weekly meetings, “Cascading” Mentorship Model

SIFP HALP: targeted workshops on health and wellness, academic enrichment, life skills, professional development,

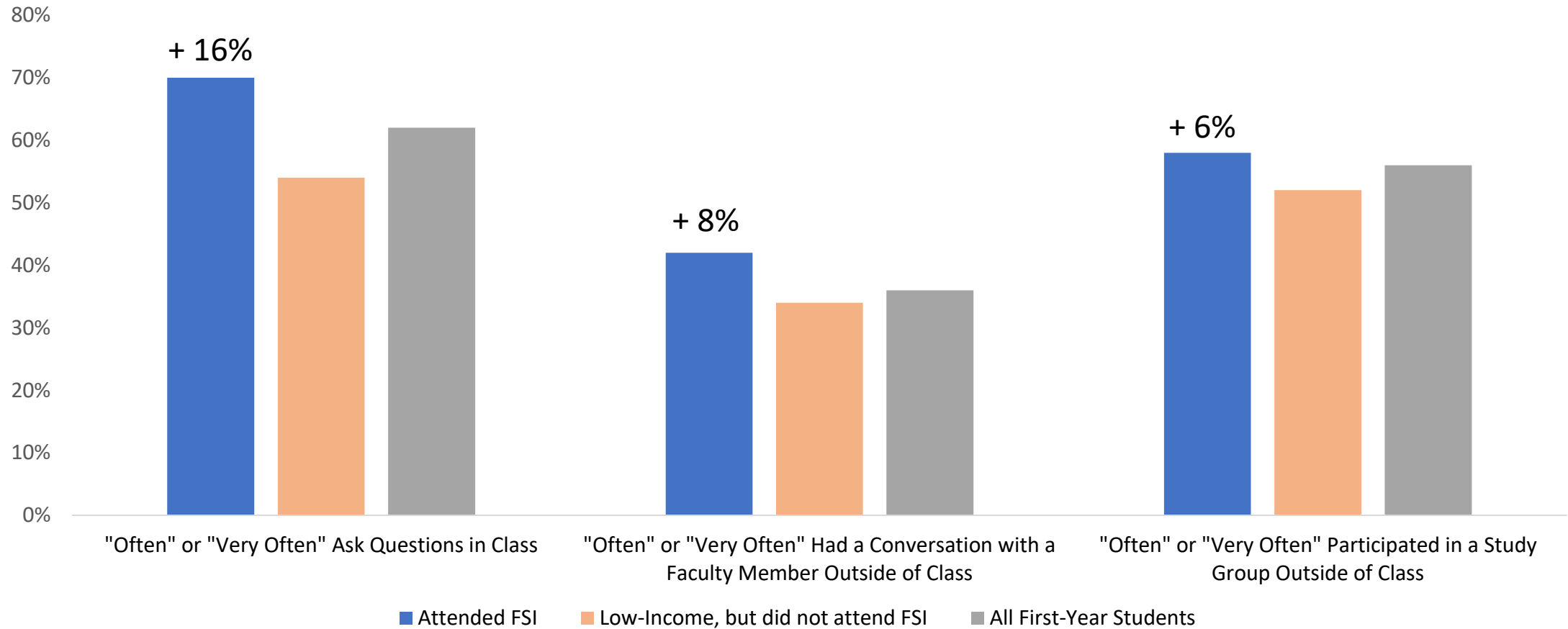
Academic Opportunities: Novice Precepts; summer courses.

Summer Opportunities: FSI leadership, academic, and teaching roles

Community Building: Social events (virtual and in person), trips, SIFP discord server

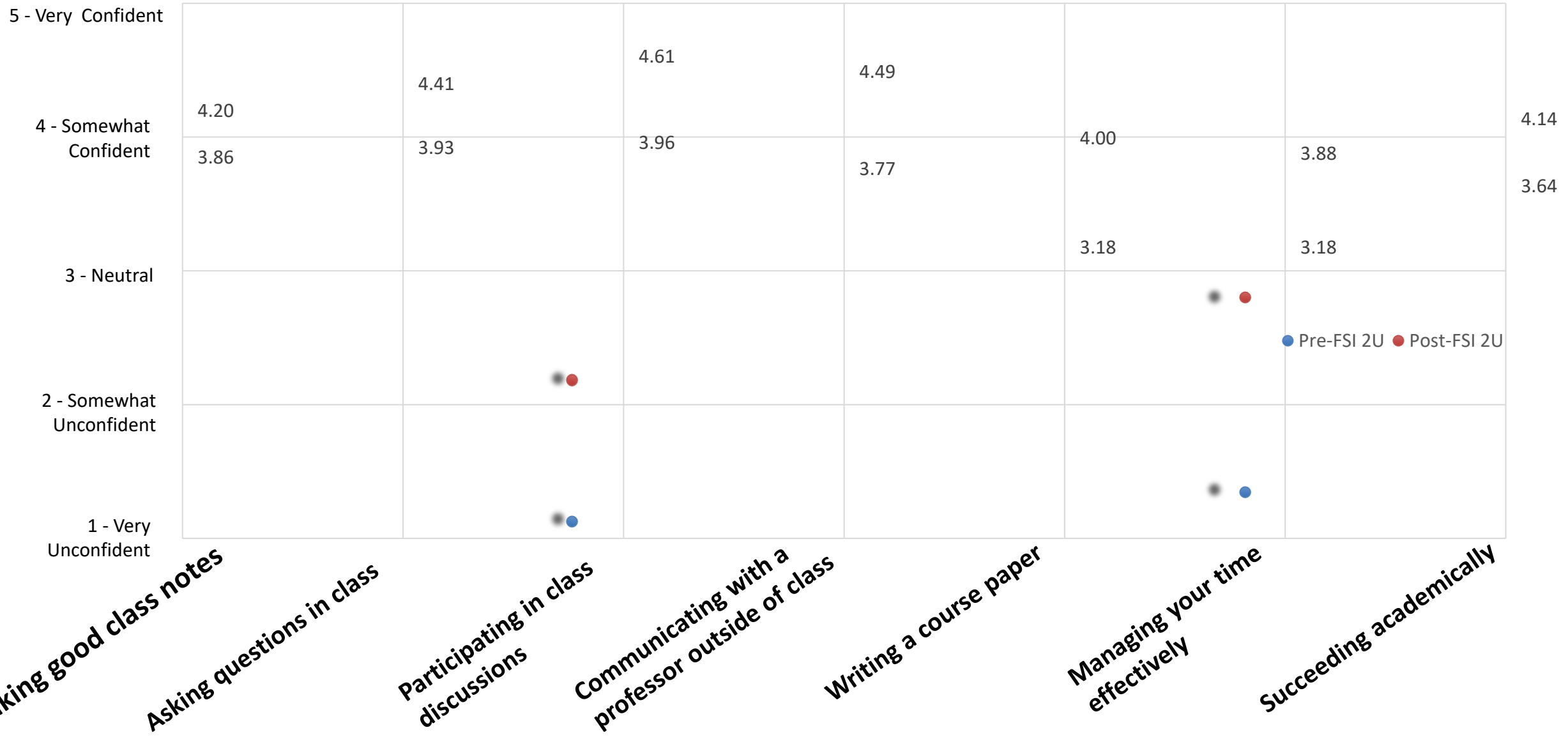
Professional Development: Alumni Chats Internship Funding, SIFProfessionals, Career Closet,

FSI students report different academic behaviors than low-income students who did not attend FSI



**Data from 2016 Year End Assessment, Spring 2016*

FSCConnect students report increased confidence in academic behavior



Student Voices: There's more good news!

“Prior to personally experiencing Princeton, I assumed that the academics were unbearable and that the social scene only included upper class Caucasian people. Participating in the Freshman Scholars Institute showed me that the Princeton community is so much more. I realized that for one, the academics were not only bearable, but that there is a myriad of opportunities for support including tutoring in the McGraw Center and also help with assignments in the Writing Center. Secondly, I learned that Princeton is home to students much like myself who are first generation and come from a lower income household. *This created a sense of community and understanding between myself and my peers. I no longer viewed myself as unfit and out of place. Rather, I realized that I belonged in this community.*”

–Princeton Freshman Scholar, Class of 2020.

Covid-19 further highlighted (and exacerbated) inequities

'The Shortest Notice Possible': For First-Generation, Low-Income Students, Rapid Move-Out from Harvard Brings Unexpected Challenges



A student waits with his belongings outside of Leverett House Tuesday morning, preparing to vacate campus. By Jonathan G. Yuan

College Made Them Feel Equal. The Virus Exposed How Unequal Their Lives Are.

When they were all in the same dorms and eating the same dining hall food, the disparities in students' backgrounds weren't as clear as they are over video chat.



Princeton had an established equity lens to employ during the crisis...and is now institutionalizing lessons learned

1) Housing/Food Security:

- Crisis: Process for Emergency Residency during the duration of the evacuation
- Institutionalization: “Continuous Housing” policy provides students with year-round options

2) Technology

- Crisis: Additional funding for tech; loaner laptop; remote software
- Institutionalization: Student Computing initiative; loaner laptops

Princeton had an established equity lens to employ during the crisis...and is now institutionalizing lessons learned

3) Emergency Funding: Campus Safety Net Fund

- Crisis: Assistance with storage, emergency situations; support for “Winter Break” period
- Institutionalization: Maintain fund; continued support for breaks

4) Work/Internship Support

- Crisis: Replaced student work contribution with grant; Alumni Initiated, funded internships
- Institutionalization: eliminate “summer savings;” increase funds for professionalization needs

There is also a need for outreach and education for continuing gen, higher-income students



**First Annual First-Year Orientation event on Socioeconomic Diversity:
Princeton, Money, and Me**

Over 1300 students in attendance

“Princeton doesn’t happen to you.
You happen to Princeton.” --J.S.



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