



# **Student Enrichment Services Impact Report**

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*January 2019*

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## Welcome

Greetings from Student Enrichment Services,

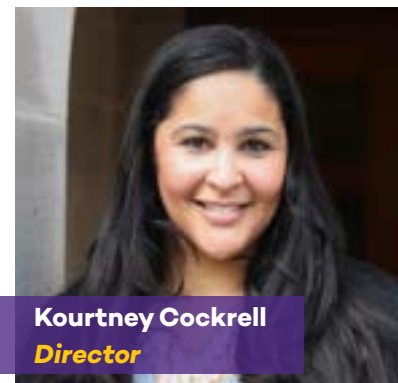
Thank you for taking the time to review our Student Enrichment Services (SES) Impact Report. Since 2015, SES has become a hub of community, support, and resources for first-generation, low-income, and/or DACA/Undocumented students. Through campus-wide collaboration and advocacy, SES continues to play a critical role in ensuring the Northwestern community is welcoming, inclusive, and accessible for all students.

We are excited to share our inaugural SES Impact Report highlighting our work and progress to date. Over the past four years, the office has accomplished a number of goals, from addressing emergency and essential needs to launching the I'm First Campaign which celebrates our community of first-generation students, staff, and faculty. As we look ahead, we are eager to grow our partnerships across campus, while centering the unique and varied experiences of our first-generation, low-income, and/or DACA/undocumented students.

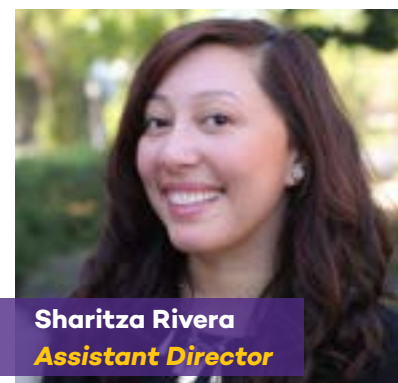
Thank you for your continued support of Student Enrichment Services. We are eager to celebrate our accomplishments with you and continue to improve as we collectively build the SES community. If you have any questions or would like to be involved in our efforts, please contact us at [enrichment@northwestern.edu](mailto:enrichment@northwestern.edu).

Warmly,  
Kourtney Cockrell  
*Director, Student Enrichment Services*

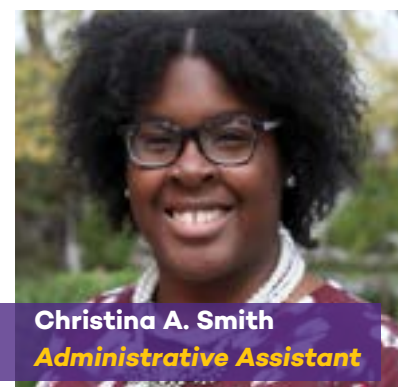
## SES TEAM



**Kourtney Cockrell**  
*Director*



**Sharitza Rivera**  
*Assistant Director*



**Christina A. Smith**  
*Administrative Assistant*

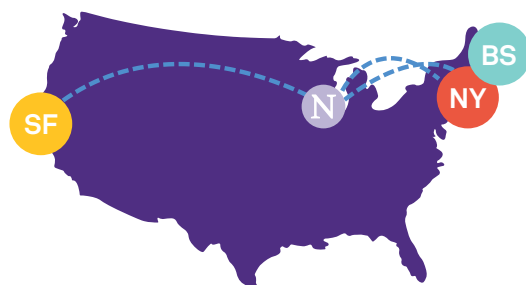
# 03 Introduction

# 97%

of students feel welcomed, comfortable, valued, and treated professionally

# \$9,219,393

has been raised in support of resources for low-income students

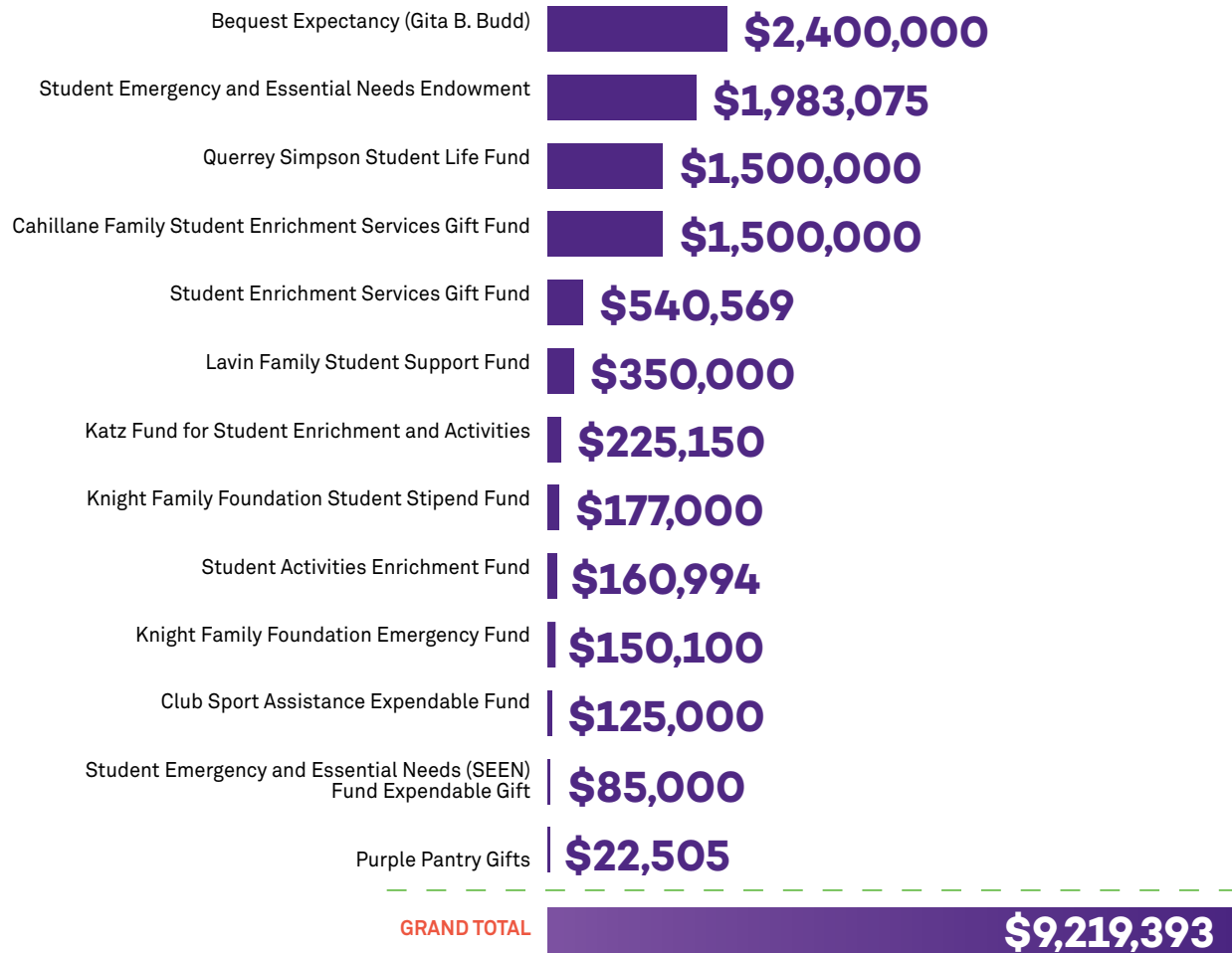


Started in 2014, Student Enrichment Services (SES) has grown from a one-person-team into a department that is seen as a home and resource for first-generation and/or low-income (FGLI) students. 97% of students from the 2018 Spring SES Impact Survey described feeling welcomed, comfortable, valued, and treated professionally when interacting with SES staff members. In the same survey, students described SES as, “an amazing program for low-income students and one of the examples of the ways in which Northwestern is constantly improving.”

Often highlighted and championed, SES has become a source of interest for donors and trustees as they strive to serve the mission of Northwestern. In just four years, \$9,119,392.75 has been raised in support of resources for low-income students. In conjunction with growing donor support, the Director of SES has been invited to present to the Board of Trustees - Student Life Committee, as well as to the Northwestern University Leadership Circle (NULC) in Boston, New York City, and San Francisco.

“SES is an amazing program for low-income students and one of the examples of the ways in which Northwestern is constantly improving.”

- SES Student, 2018 Impact Survey

**Figure 1: New Gifts & Commitments to Student Enrichment Services, YTD (FY15 – FY19)**

### Leading the Conversation

Across higher education, SES has played an instrumental role in elevating Northwestern's reputation as a model for supporting first-generation and/or low-income students. On October 21, 2018, Marcia Chatelain, Associate Professor of History and African American Studies at Georgetown University cited SES's "I'm First Campaign" in her article in The Chronicle, "We Must Help First-Generation Students Master Academe's 'Hidden Curriculum.'" In June 2017, Johns Hopkins University invited the

Director of SES, Kourtney Cockrell, to campus for an evaluation of their FGLI programming. Johns Hopkins wrote, "Student Enrichment Services has routinely emerged as a model we have used to position ourselves for success." Cockrell also was invited to conduct a Program Review of the TRIO Program at Washington University in St. Louis in Winter 2017. **Finally, Cockrell is the Co-founder of the [FGLI Consortium](#)**, a national organization providing leadership, expertise, and resources around the experiences of first-generation,

low-income college students at highly selective universities and colleges. **The FGLI Consortium hosted an inaugural conference at Princeton University in February 2018** that included close to 100 guests from over 25 institutions, including Harvard, Stanford, Columbia, Cornell, Georgetown, and several other highly selective institutions.

# Background & Overview

In October 2012, the Quest Scholars Network (QSN) expressed a need for centralized support and resources to enhance their experience as low-income college students at Northwestern. A number of Quest students met with Vice President for Student Affairs, Patricia Telles-Irvin, to talk about their experiences. They authored a five-page document outlining their concerns.

Shortly after, President Schapiro participated in the Second White House College Opportunity Day of Action, and declared – “Expanding opportunity for more students to enroll and succeed in college, especially low-income and underrepresented students, is vital to building a strong economy and a strong middle class.” President Schapiro joined a number of other college presidents and education leaders at the Day of Action, challenging themselves and pledging to new action around college access. Following this convening, President Schapiro and the Board of Trustees committed to increasing the number of Pell eligible students enrolled at Northwestern to 20% by 2020.

A proposal for the establishment of the SES office was presented to the Budget Committee by Dr. Patricia Telles-Irvin, Vice President for Student Affairs in FY13, and in November 2014, Student Enrichment Services (SES) was created to centralize support for students coming from first-generation and/or low-income (FGLI) backgrounds. The office was charged with providing the “wrap-around” support needed to facilitate and enhance the college experience for FGLI students. Figure 2, top right, reflects the original diagram that outlined the six intended service categories of the office: Support and Coaching, Networking, Learning Opportunities, Leadership, Connection to Resources, and Parent Outreach.

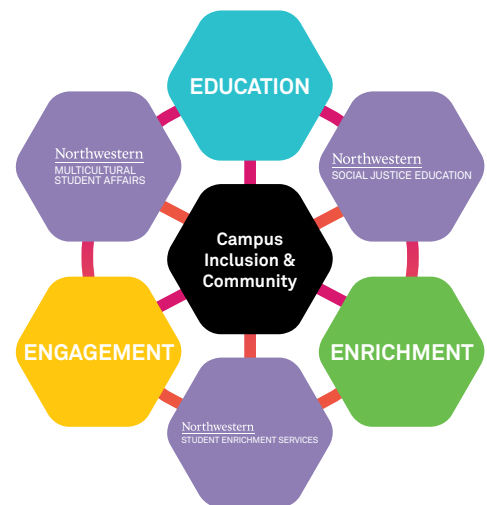
**Figure 2: Original Concept for Student Enrichment Services (FY14)**

## Office of **Enrichment Services**



# Mission, Initiatives & Communities

**Figure 3: Campus Inclusion and Community Framework: Tri-sector Model of Cultural Practice (Jenkins & Walton, 2008)**



SES is one of three units within the department of Campus Inclusion and Community. Together, CIC works to educate, enrich, and engage the campus community.

## Mission

SES partners with first-generation, low-income, and/or DACA/Undocumented students to foster identity development, navigate campus resources, and build community. Through campus-wide partnerships and advocacy, SES strives to build an inclusive Northwestern community that is welcoming, supportive, and accessible for all students.

## SES Signature Initiatives

Based on research from Ostrove and Long (2007) and the 2013 Focus Group Report on Low-Income Students, SES's three signature initiatives focus on enhancing student and family connection and belonging to campus. Ostrove and Long found that students' socioeconomic status influenced their social and emotional well-being in the context of higher education.



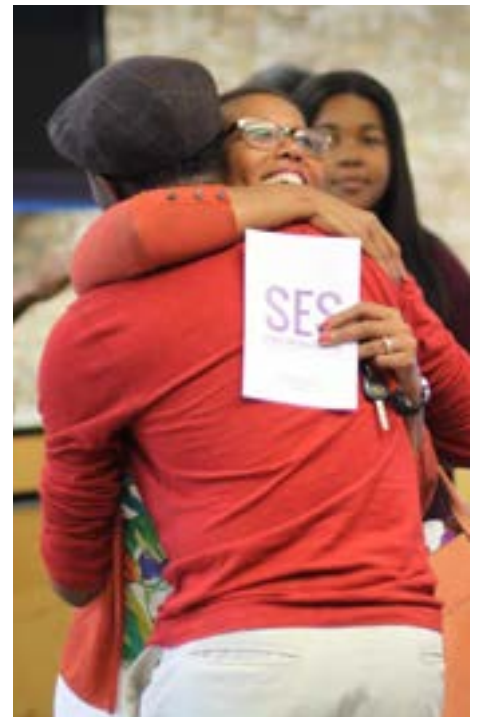
1. **Parents and Families:**

SES celebrates newly admitted students and their families from the Chicagoland area by bringing Northwestern to Chicago. Students, alumni, faculty, and staff join guests at the Mexican Fine Arts Museum for casual, supportive conversations around the first-generation and/or low-income experience at Northwestern. Spanish translation is provided throughout the entire event. In addition, an SES Open House takes place on the first day of Wildcat Welcome each year to welcome new students and their families. During the SES Open House, incoming students and their families have the opportunity to connect with current students and staff in a relaxed environment. Further, each student leaves with a Welcome Kit.

2. **Commencement Activities:**

SES is proud to recognize the outstanding accomplishments of its' graduating seniors. In partnership with the Undergraduate Office of Financial Aid and the Commencement Office, regalia fees are covered, and special First-Generation Stoles are distributed to recognize first-generation graduates. In addition to the First-Generation Stoles, family members of First-Generation graduates receive I'm First buttons to acknowledge graduation as a collective achievement. Funding is also available to cover Senior Week activities.

3. **'I'm First' Campaign:** I'm First is an online campaign that honors the first generation experience at Northwestern through storytelling and awareness-building, utilizing in-person programs, print and web media, and branding across campus. The campaign includes a web directory of first-generation faculty and staff members, and this directory remains the second most visited page on the SES website, since launching in Spring 2018, per google analytics.





## SES Communities

Social psychology research focused on stereotype threat and belongingness, inform SES's approach to curriculum design and program development for FGLI students. In particular, the Compass Peer Mentor program incorporates findings from Stephens, Hamedani, and Destin's work with first-generation students during their college transition (2014). Their work tested an intervention that closed the social-class achievement gap through sharing student stories that highlighted students' different backgrounds with FGLI students, and, in turn, increased help-seeking tendencies and end-of-year grade point averages.

1. **Quest Scholars Network:** Quest Scholars Network (QSN) is Northwestern's only low-income and/or first-generation student group. Northwestern QSN has over 400 members and is open to all students. SES works closely with QSN on programming, advocacy, and outreach. SES advises the Quest scholars and provides financial support, leadership coaching, and program development. Each year, SES coordinates quarterly retreats, bi-weekly meetings, and staff support for large scale events.
2. **Ryan Scholars:** Patrick and Shirley Ryan's generous donation in 2007 established the Ryan Scholars Program to financially support high-achieving, low-income students with exceptional leadership potential and help them attend Northwestern without incurring significant loan debt. Each year, students who demonstrate commitment to service, leadership, and outstanding academic performance are selected to become Ryan Scholars. SES hosts quarterly, community-building events for Ryan Scholars.
3. **Compass:** Grounded in research and best practices, Compass follows a weekly cohort model that connects first-year students, with trained, upper-class mentors throughout the entire academic year. Started in Fall 2015, Compass increases students' sense of belonging in the Northwestern Community, while providing access to important resources across campus through weekly cohort workshops and peer mentorship. In addition to the mentees, SES hires eight peer mentors who attend weekly professional development sessions and one-on-one mentoring from an SES staff member. Compass mentors gain interpersonal, facilitation, and leadership skills throughout the year. Further, each year at least 50% of the mentors were former Compass mentees. Annually, Compass supports approximately 45 students per year.

“My favorite aspects of Compass were the opportunities to do things with a group of people who I probably wouldn't have met otherwise...it was nice to go see a movie together and not have to worry about paying for something because I don't have the money for it.”

- Mentor Quote

“My meetings and overall interactions with SES have been some of the most enlightening, heartwarming, and empowering ones in my entire time at Northwestern. I truly appreciate the approachability and the endless support for everybody involved with Compass or SES in general.”

- Mentor Quote



# Resources & Contacts

Removing financial barriers, streamlining information, and creating accessible resources is vital for FGLI student success. To this end, SES provides a number of resources that ensure FGLI students are able to effectively navigate campus, meet their basic needs, and persist toward graduation. From providing essential and emergency needs (SEEN Fund) to simplifying the ways in which students access funding opportunities (SES One Form) – the demand for additional resources has grown. The following section includes an overview of key resources and showcases the increasing demand.

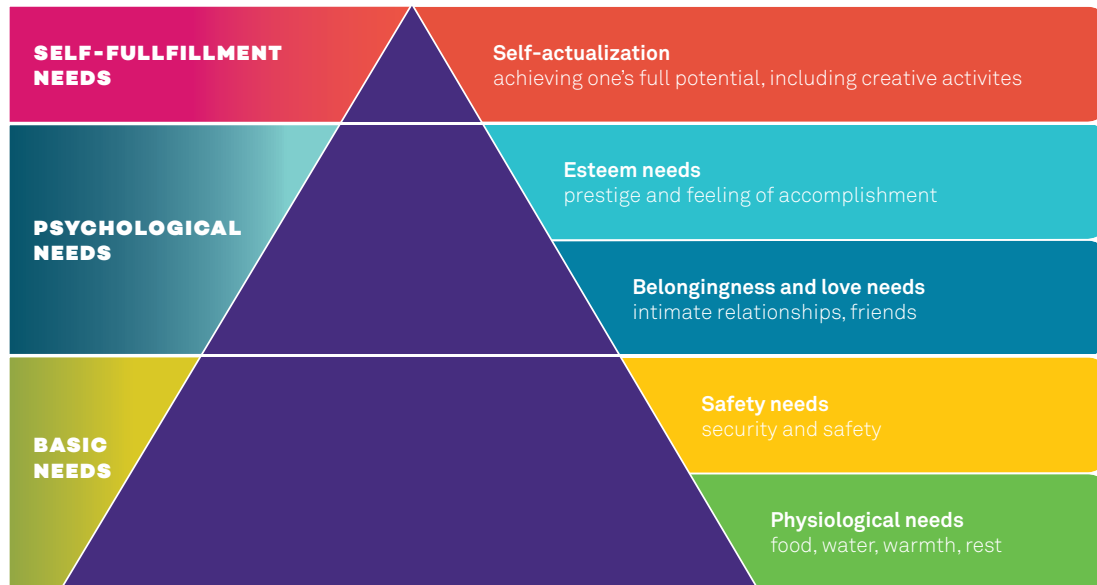


## SES RESOURCES

SES uses Maslow's Hierarchy of Needs (see Figure 4, below) to guide service delivery and resource development for students. Most resources are intended to address the basic (physiological and safety) needs of FGLI students.

**Figure 4: Maslow's Hierarchy of Needs (Maslow, 1943)**

## Maslow's Hierarchy of Needs (Maslow, 1943)



### 1. *Student Emergency and Essential Needs Fund (SEEN)*

The SEEN Fund provides assistance to students facing unexpected financial expenses associated with emergencies or essential needs. Assistance can range from travel associated with death or illness of a family member to providing funding for outstanding medical bills or prescription medication.

### Student feelings and perception of the SEEN Fund

The SEEN Fund has played a critical role in providing students with a safe and supportive campus environment by ensuring their basic (physiological and safety) needs are met. 79% of students from the SES Impact Survey strongly agreed that the SEEN Fund “allowed them to focus more on school work and less on stress about funding their medical/mental health needs.”

Moreover, the following two themes emerged from 17 students who responded to the following open-ended prompt: “Without the SEEN Fund,

- I wouldn't have been able to afford medical copays/procedures
- I wouldn't have been able to afford mental health therapy copays

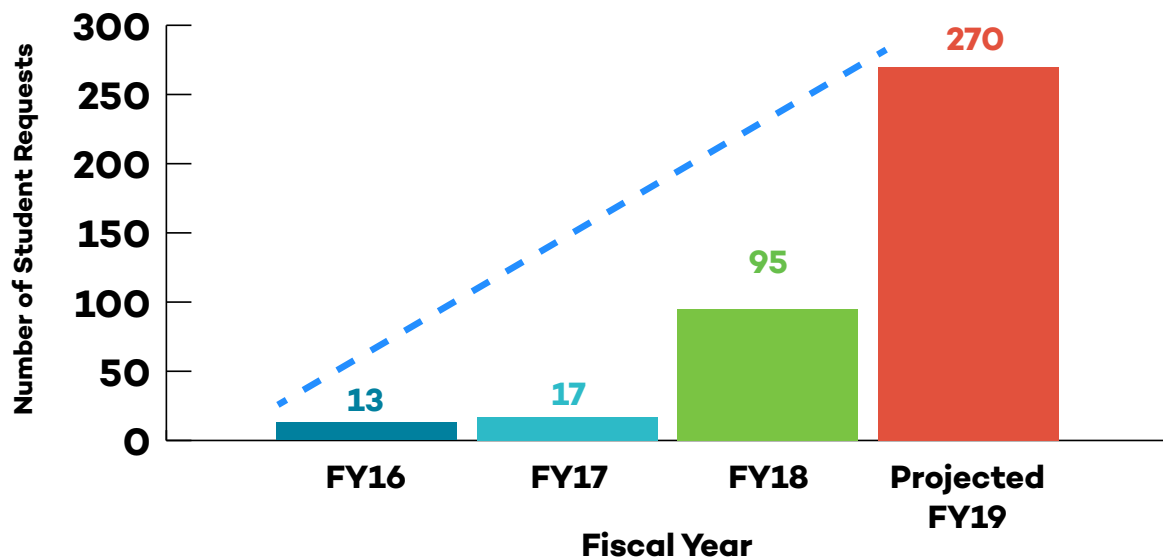
“*I was in a really dark place and my family had to choose between my mental health and a medical procedure for my mom. SES was there and helped us.*”

- (SEEN Fund Recipient, FY18).

## Growth and Demand for the SEEN Fund

More than half of respondents from the SES Impact Survey accessed SEEN at least once (56%), and one quarter accessed SEEN more than five times (28%). The demand for SEEN grows each year as represented by a 458% increase in requests from FY17 to FY18 (from 17 to 95 student requests).

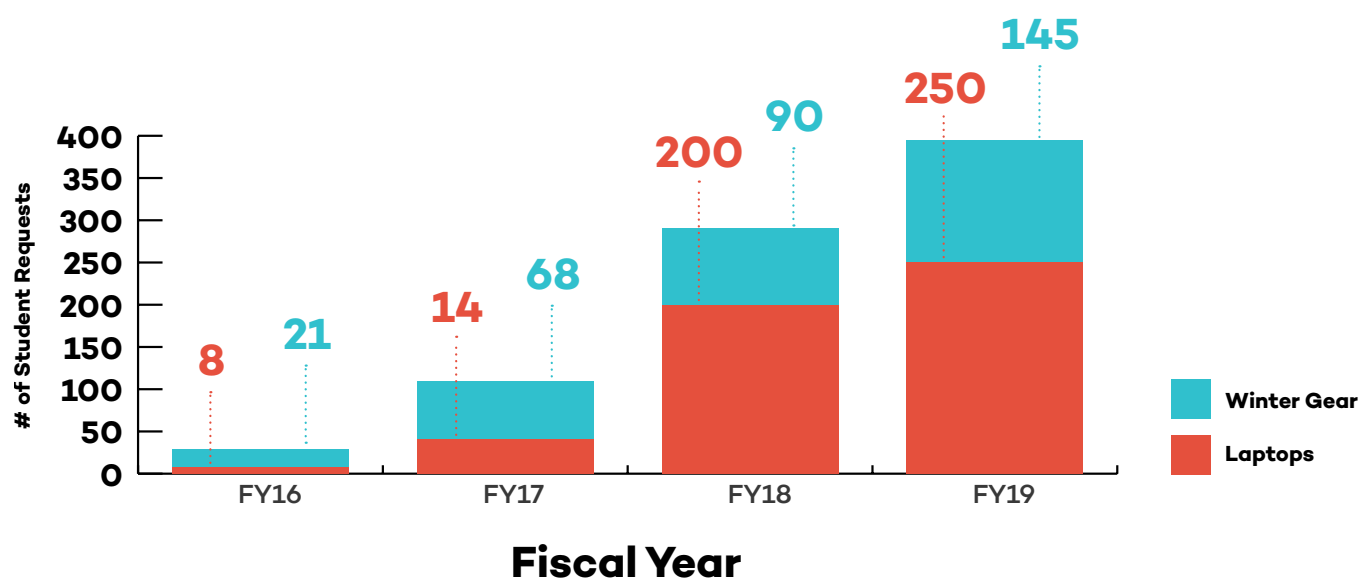
**Figure 5: SEEN Fund Growth; FY16 – FY18**



## 2. Free Laptops & Winter Gear

Through generous donor support, students receive free Dell laptop computers and are eligible to receive winter coats, gloves, scarves, hats, and funding for winter boots. To date, over 325 students have received winter gear and close to 500 students have received laptop computers.

**Figure 6: Laptop & Winter Gear Growth; FY16 – FY19**



### 3. ***Knight Start-Up Stipend***

The Knight Start-Up Stipend was piloted in 2017-2018 to provide first-year students from low-income backgrounds with a \$1,500 stipend to cover costs associated with start-up expenses. 100 students participated in the pilot and received an initial \$800 disbursement during the fall quarter and an additional \$700 disbursement in the winter quarter. Eligible start-up expenses included:

- Academic materials required to complete coursework such as books, lab supplies and fees, art supplies, online access codes, and computer programs
- Winter clothing
- Residence hall bedding, supplies, and toiletries
- Travel home
- Prescriptions

As a pilot program, the Knight Stipend revealed a shortcoming in Northwestern's aid packages that led to the Financial Aid office addressing this gap institutionally. In Fall 2018, 300 of Northwestern's highest-need students from the Class of 2022 received \$500 in start-up funds as part of their aid packages.

### 4. ***SES One Form***

Prior to the development of the SES One Form, funding for co-curricular experiences existed across a number of schools, units, and departments with minimal coordination and a lack of visibility or awareness. Students learned about these resources via word of mouth, and would often be required to complete multiple forms requesting financial narratives in each separate application. The SES One Form launched in February 2016 in response to this challenge. SES One Form allows students to apply for multiple funding opportunities through one standard application. Students share their financial narratives in one application, only one time. **SES One Form partners with three of the six undergraduate schools and includes funds from 15 distinct units and departments across campus. 25% of the entire undergraduate student body (2,040 students) utilized SES One Form during the 2017-2018 academic year, up from 750 during the 2016-2017 academic year.**

SES One Form has substantially increased awareness and participation in the co-curricular experience for FGLI students at Northwestern. The following statistics reflect data from the SES Impact Survey:

- 89% of students strongly agreed, somewhat agreed, or agreed that they “learned about another resource by using the SES One Form.”
- 98% strongly agreed, agreed, or somewhat agreed that they would “recommend the SES One Form to a friend.”
- 33% of survey respondents accessed the SES One Form for career-related support and 21% accessed for funding to participate in Fraternity and Sorority Life.

“*The first few weeks I was on campus, I did not even have a complete set of sheets or a pillow. I considered them unnecessary expenses until I could get a job or could reach out to Student Enrichment Services. The Knight Start-Up Stipend has allowed me to treat college like the rest of the students here: a place to learn and thrive instead of a financial hassle.*”

- (Knight Start-Up Stipend Recipient).

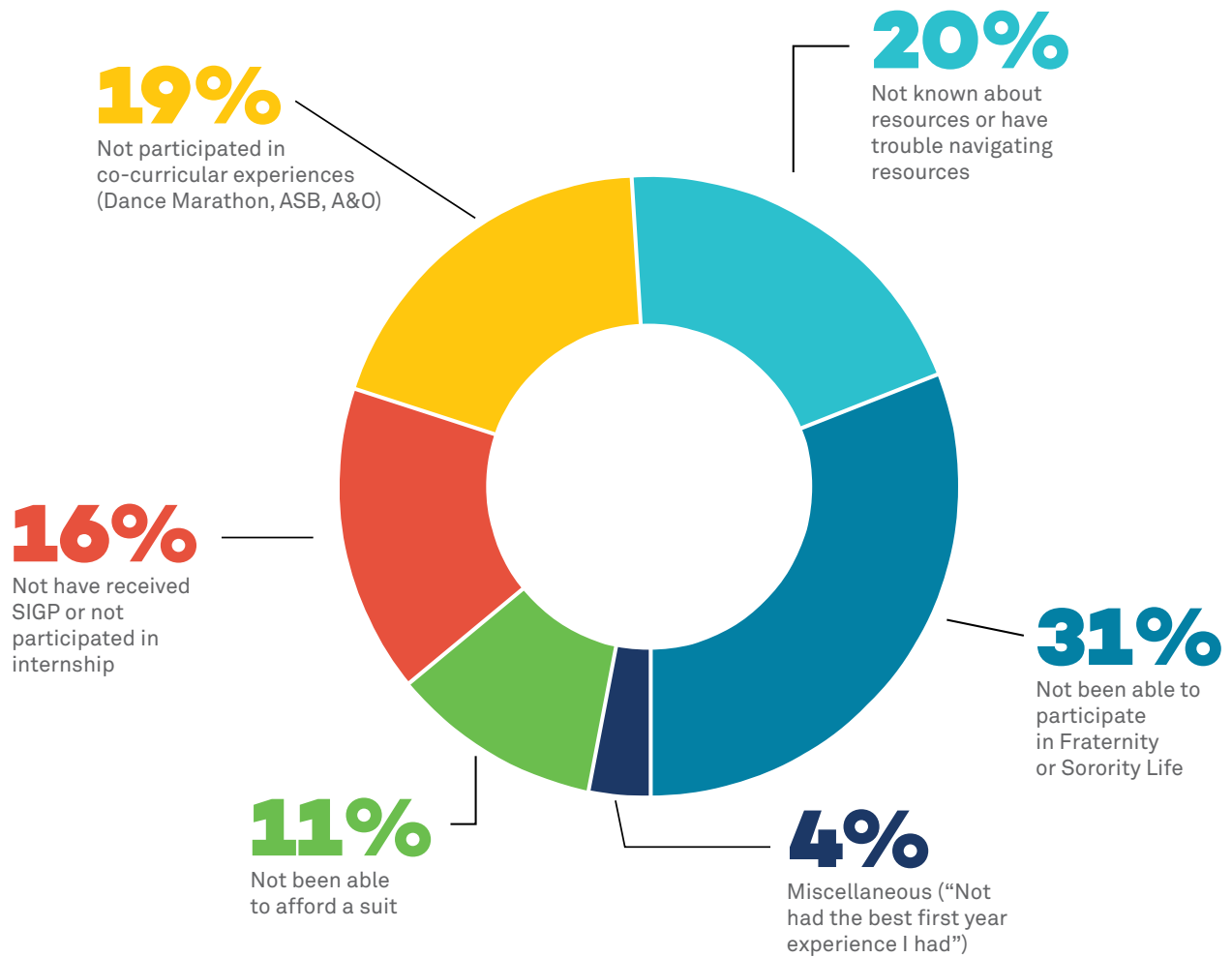




On the SES Impact Survey, students were asked what they would do if SES One Form weren't available. The graphic below reflects those responses.

**Figure 7: SES Impact Survey Graphic**

## SES One Form - Student Feedback, 2017-2018







## Student Contacts and Touch Points

Students interact with SES in a variety of ways. Some students interact one-time with SES to receive a resource such as a winter coat, while others have ongoing relationships with SES staff, interacting multiple times throughout the year for referrals, additional funding, resources, and/or psycho-social support. Student Contacts are defined as the number of individual (distinct) students utilizing SES resources.

During the academic year of 2017-2018, **SES interacted with 993 distinct students who utilized SES resources and/or had an individual meeting with an SES Staff member. These 993 meaningful interactions represent support of 72% of the total population of Pell eligible students at Northwestern** (17.2% or approximately 1,375 students at Northwestern are Pell eligible).

The 993 distinct students represent a range of demographic backgrounds with 94% of students coming from lower-income backgrounds\* and 33% coming from first-generation

backgrounds. The racial and ethnic diversity of this group is varied and represents students who are: 29% white, 25% LatinX, 19% Asian-Pacific Islander, 15% Black, 8% two or more races, 3% international, and 1% Native/Indigenous.

\*Lower-income student status is determined by Northwestern's Institutional Need Index Score. This score is calculated by the Office of Undergraduate Financial Aid, and includes a number of factors, including: parent income, parent assets, number of family members in the household, non-custodial contribution, and student income and assets. Need Index scores range from one to five, with five representing students with high financial need. The lower-income statistic referenced in the previous paragraph at 94%, includes need index scores 3-5, which reflect the various needs and ongoing care of FGLI students.



In 2017-2018 SES interacted with

**993**

students\*

or

**72%**

of total population of Pell eligible students at Northwestern

\*does not include an additional 2,040 students from SES One Form.

**Figure 8: Demographics of Distinct Count of Students Supported by SES, 2017-2018****Year in School**

	Percentage	# of Students
First Year	43.81%	435
Second Year	22.16%	220
Third Year	19.13%	190
Fourth Year	13.09%	130
Other	1.81%	18
<b>Total</b>	<b>100.00%</b>	<b>993</b>

**Race/Ethnicity**

	Percentage	# of Students
American Indian/ Alaskan Native	0.10%	1
Asian/Pacific Islander	18.83%	187
Black	14.50%	144
Hispanic	24.87%	247
International	3.22%	32
Not Applicable	2.11%	21
Two or More Races	7.85%	78
White	28.50%	283
<b>Total</b>	<b>100.00%</b>	<b>993</b>

**Lower Income (Financial Aid Need Index Scores)**

	Percentage	# of Students
1	0.70%	7
2	3.83%	38
3	13.80%	137
4	29.61%	294
5	50.76%	504
Did not apply for financial aid	1.31%	13
<b>Total</b>	<b>100.00%</b>	<b>993</b>

(5=High Need; 1=Low Need)  
(Scores of 3, 4, 5 = Lower Income Students @ NU, per the Office  
of Financial Aid's Institutional Need Index Score)

**First-Generation, Lower-Income (FGLI)**

	Percentage	# of Students
First Generation Only	1.51%	15
Lower Income & First Generation	31.72%	315
Lower Income Only	62.44%	620
Not FGLI	4.33%	43
<b>Total</b>	<b>100.00%</b>	<b>993</b>

(Lower-Income includes scores of 3, 4, & 5)

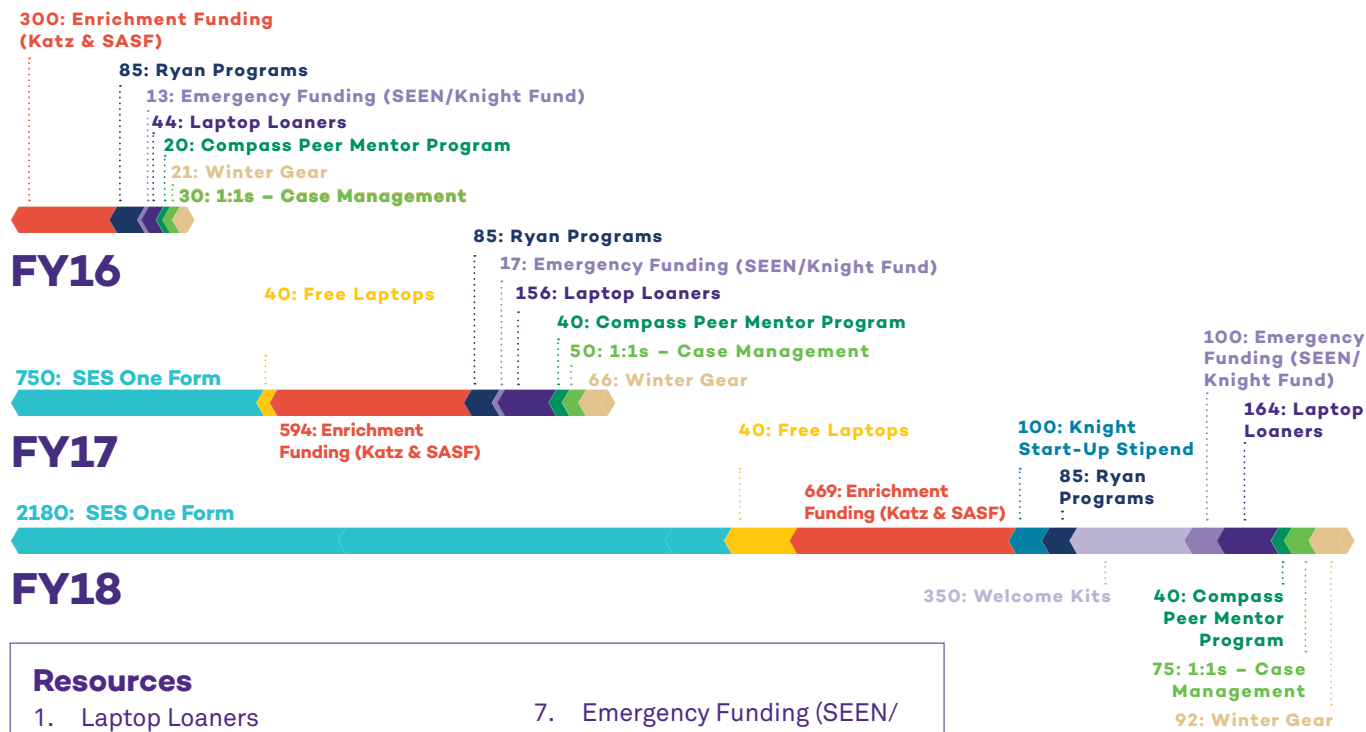
**School/College**

	Percentage	# of Students
Bienen School of Music	2.72%	27
School of Communication	8.56%	85
School of Education & Social Policy	7.25%	72
School of Engineering	24.47%	243
School of Journalism	6.75%	67
Weinberg College of Arts & Science	50.25%	499
<b>Total</b>	<b>100.00%</b>	<b>993</b>

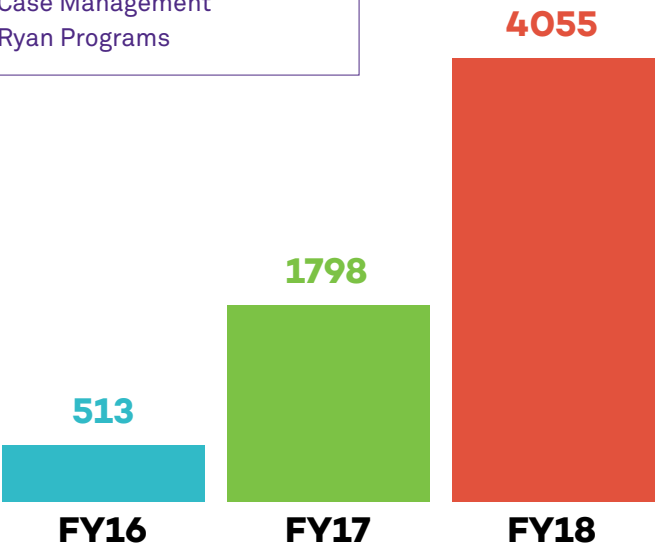
Figure 10: Growth in SES Resources

11 unique resources are offered through SES (see list below). From laptops and winter gear, to participation in the Compass Mentor Program. The demand for these resources has grown exponentially over the past four years. 4,055 student resources were utilized in FY18, up from 513 in FY16, reflecting an increase of 265%.

Growing Demand for **Student Resources**



Growth in  
Resource  
Distribution



# Institutional & Policy Changes

Reeves and Yeager found that bureaucratic difficulties in college environments can reduce sense of belonging for first-generation college students (2015). Based on this research, SES partners with several campus units to advocate for policy changes that will improve student experience and enhance connection and belongingness to campus. **Over the past four years, advocacy efforts through SES have led to important institutional changes across Northwestern University.** Some of these institutional and policy changes, include:



**Addressing Food Insecurity:** Until the 2016-2017 academic year, dining services were not available for

students during Thanksgiving and Spring Break. As such, many low-income students who could not afford to go home were left food insecure. During this time (FY15 and FY16), SES hosted meals during winter and spring break, collaborated with Swipe Out Hunger to provide care packages of groceries for students, and provided gift certificates for local restaurants and groceries. SES continues to offer at least one community meal over winter and spring

break. Moreover, SES partners closely with Quest each year to coordinate a thanksgiving meal, “Questgiving,” for 150+ students. **In FY17, Dining Services began offering meal service in the dining halls over Thanksgiving and spring break.** In addition, Northwestern’s Religious Affiliate – The Sheil Catholic Center, has managed the Purple Pantry since Fall 2016. The Purple Pantry provides free groceries to students who experience hunger due to financial constraints. This critical resource has remained in place for the past three years.



**Improving Academic Affordability:** **McCormick School of Engineering:**

Technology costs in the STEM fields can be very expensive. In particular, Matlab, a required engineering software, costs approximately \$80/year, each academic year. After sharing feedback about these required course costs with various McCormick associate deans and faculty members, **Dean Julio Otino, approved a significant policy change that provided funding to cover a university license for Matlab.** This policy change now ensures all

**McCormick students, regardless of financial background, are able to download and use Matlab for free.**

**Books for Cats:** Books and supplies continue to be an expensive requirement for low-income students. In fact, books and supplies are one of the most frequent areas of concern expressed by students who reach out to the SES Office. Through advocacy and partnership with the Office of Undergraduate Education, Weinberg College of Arts & Sciences, McCormick School of Engineering, and the Northwestern Bookstore, SES played a critical role in moving forward the Books for Cats initiative in Fall 2017. This initiative provided free book and supply rentals for first-year students in STEM majors. **Books for Cats continued in Fall 2018 for first-year students in STEM majors and expanded to include 51 classes, up from 32 in Fall 2017.**



**Enhancing Access to Laptop Loaner Offerings:** The SES Lending Library provided free laptop

loaners to students throughout the academic year from Winter 2015 through Summer 2018. However, supplies were limited, only undergraduate students were eligible, and pick-up times were restricted to regular office hours of 8:30-5 pm, Monday through Friday. This Fall 2018, the University Library replaced SES's laptop loaner program by offering free laptop loaners to all students (undergraduate and graduate) and offers more accessible hours that extend beyond the typical work-day and include weekends.



**Building Capacity in Support of Enrichment Funding:** In FY16, Ellen Katz, Trustee and Alumna,

made a gift of \$225K to SES, to support low-income students with funding to participate in the co-curricular experience at Northwestern. At the same time, the Student Activity Assistance Fund (SAAF) also provided financial support to reduce barriers from participating in organizations and activities. Over the course of the past three years, SES has worked closely with the Student Organizations and Activities team (SOA) to streamline funding efforts and simplify the way in which students access resources. Through this partnership, in Fall 2018, SOA took over management of the majority of enrichment funding through SAAF.



**Enhancing Financial Aid Resources:** Two SES initiatives led to policy changes within

Financial Aid. 1) Start-Up Stipends; and 2) Funding for Pre-Departure Study Abroad Expenses.

- **Start-Up Stipends:** In Fall 2017, Lester and Becky Knight, trustees and alumni, made a gift of \$175K toward Start-Up Stipends for low-income, first year students. This stipend provided students with funding at the start of the quarter to purchase essential items such as books, housing supplies, prescriptions, and travel home. The Knight Stipend was invaluable to students and essential to their success. As a pilot program, the Knight Stipend revealed a shortcoming in Northwestern's aid packages that led to the Financial Aid office addressing this gap institutionally. In Fall 2018, 300 of Northwestern's highest-need students from the Class of 2022 received \$500 in start-up funds as part of their aid packages.

- **Funding for Pre-Departure Study Abroad Expenses:** In Fall 2016, generous funding from Ellen Katz allowed SES to support students with funding for pre-departure expenses that they were struggling to afford. These expenses would include fees for passports, visas, luggage, special travel equipment, and more. Similar to the Knight Stipend program mentioned above, this funding support revealed a shortcoming in aid packages for study abroad programs. As such, in Fall 2017, the Financial Aid office expanded their Bridge Builder program to include funding support for these pre-departure expenses.





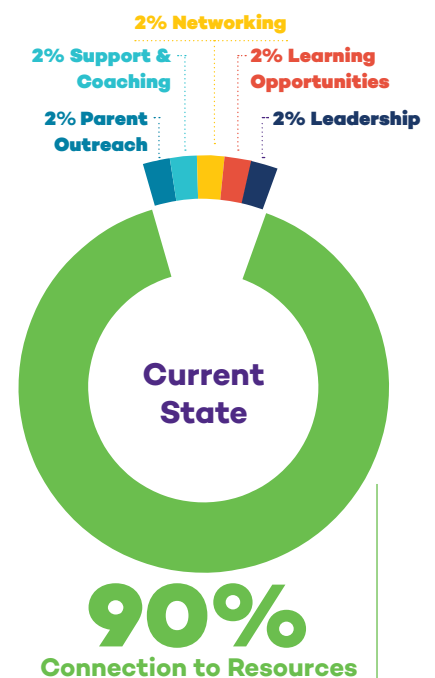
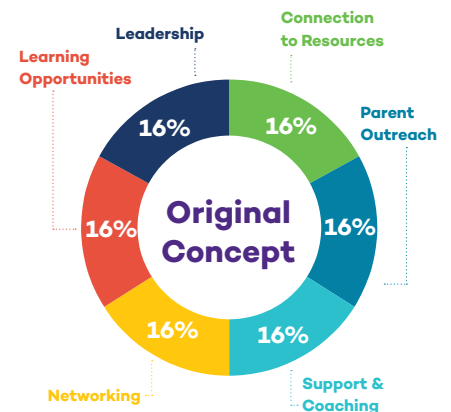
# Recommendations & Conclusion

Northwestern has made extraordinary gains in increasing access to college for first-generation and/or low-income (FGLI) students by meeting its 20% Pell Eligible goal by 2020 early. The incoming class of 2022 represents 20.3% Pell Eligible students – increasing the overall Pell population at Northwestern to 17.1%. Moreover, Student Enrichment Services has made significant strides in creating a more welcoming and inclusive environment for students coming from FGLI backgrounds. However, in order to move beyond providing basic needs that support FGLI student success, the university must enable SES to increase staffing support that will help students thrive throughout their time on campus. The distinct number of students supported through SES has grown substantially each year, yet the staff has not yet caught up with the demand. Moreover, given limited staffing capacity, SES relies primarily on referrals and word-of-mouth, rather than offering dedicated outreach and initiatives that would proactively serve and support the FGLI community. The recommendations below reflect opportunities for SES to support Northwestern's strategic priority of creating a culture in which all students thrive.

## 1. Develop New Social, Emotional, and Identity-Focused Programming

The original functions of SES were developed to provide “wrap-around” support needed to enhance and facilitate the college experience for FGLI students. **Four years later, resources and services have outweighed SES's portfolio of work**, given the administrative oversight required. Students greatly benefit from opportunities to engage, learn, and reflect in culturally relevant and supportive environments. The current state of SES does not allow for on-going and continued program offerings that meet this need. In order to provide these additional key supports and learning opportunities to FGLI students, staffing within SES must increase.

**Figure 11: Original SES Concept versus Current State of SES**





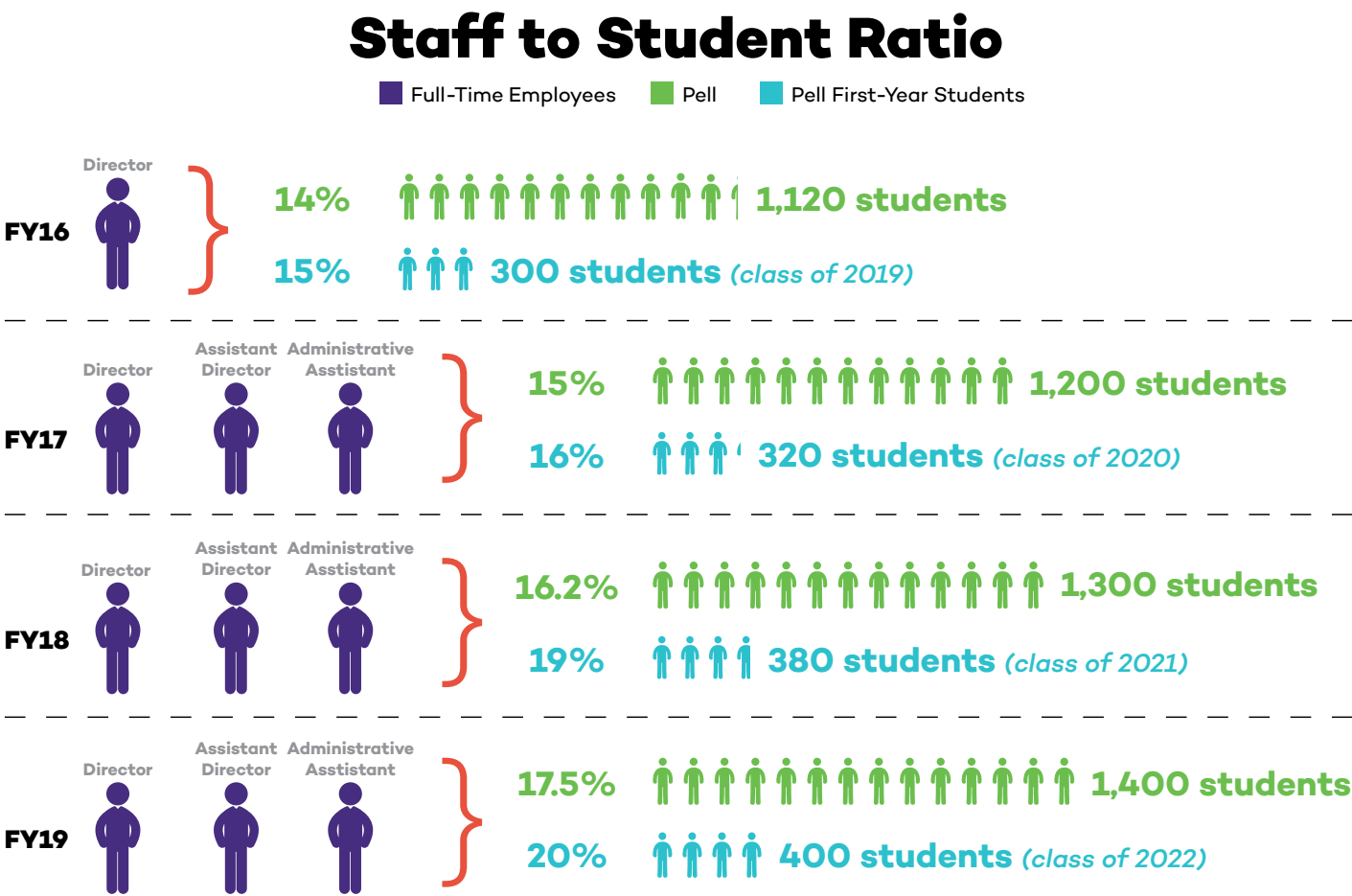
2. Increase Staffing

Although Northwestern met the 20% by 2020 goal early, staffing support within SES has remained flat since FY16. Three full-time staff members support 17.1% of Pell eligible students currently enrolled at Northwestern (approximately 1,400 students). This represents a student to staff ratio of 466:1. Staffing responsibilities range from administering restricted funds, to disbursing resources such as winter gear and laptops, to providing 1:1 sup-

port to students in crisis. While administering these responsibilities are critically important, a gap in student support that focuses on leadership, learning, and coaching remain, as highlighted in Figure 12 below. **With increased staffing, SES could move beyond a transactional relationship with FGLI students, to a more holistic partnership that would help ensure students move from surviving to thriving throughout their time on campus.** Moreover, additional

staff would ensure enhanced stewardship and management of the growing amount of donor funds. Lastly, an increase in staff support **would grow SES’s ability to build capacity for colleagues across campus, ranging from faculty, to advisors, to additional administrative staff.** The graphic below represents the growth of the Pell eligible population compared with the growth of the SES team.

Figure 12: Growth of Pell Eligible Population and Growth of SES Staff



Many of our peer institutions with smaller percentages of Pell eligible students offer more manageable student to staff ratios. For example, Georgetown's total undergraduate enrollment is 7,500 with a 15% Pell eligible population. Their dedicated FGLI office, The Georgetown Scholars Program (GSP), includes eight full-time staff members, which represents a ratio of approximately 140 students per staff member.

**Figure 13: Benchmarking of Student per Dedicated FGLI Administrator Ratios**

## Pell Student to FTE Staff Ratio



### 3. Enhance Collaboration with Faculty and Academic Partners

Through expanded staffing support, SES leadership can focus on strategic relationship building and collaboration with faculty and academic partners. This will help ensure efforts are not duplicated and that resources are leveraged across the entire campus. Moreover, SES priorities and projects can include key partnerships and initiatives that will connect our FGLI students with invaluable opportunities to learn from and engage with faculty members.

### Conclusion

Student Enrichment Services has significantly impacted the experience of first-generation and/or low-income students at Northwestern University. Students feel supported and valued by the SES team, have increased access to essential basic needs, and are gaining important skills in self-advocacy and help-seeking. In addition, SES has engendered a new source of interest for donors and trustees, through its growing portfolio of commitments and gifts. Finally, SES has positively influenced Northwestern's reputation across higher education and continues to be referenced as a model of support for first-generation and/or low-income students.

As Northwestern moves beyond its 20% by 2020 goal, it is imperative that continued resources and support is provided to Student Enrichment Services in order to ensure students thrive throughout their time on campus. The recommendations above outline an initial path forward and represent a strategic direction toward the next phase of the 20% by 2020 Campaign.



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