A PROACTIVE APPROACH TODAY FOR A SMOOTHER TRANSITION TOMORROW

Diana Martinez-Campos, Sr. Student Program Advisor
College Assistance Migrant Program (CAMP)
OVERVIEW

(1) Factors affecting students’ performance
(2) Proactive advisement approach
(3) Application of proactive advisement in the CAMP Model
(4) Is there something you can do?
First-generation college students are not succeeding in college, and money isn’t the problem

Social and cultural factors are working against many students who are the first in their family to pursue higher education.

By Kavitha Cardoza  January 20  Follow @kavithacardoza

Kavitha Cardoza is special correspondent at WAMU Radio. She covers education and poverty and is the host of Breaking Ground, a documentary series.

By ANTONIA CEREIJIDO  APR 27, 2018

Navigating the Maze of Higher Education
The number of Latinx young adults enrolled in college has increased by 82 percent over the past decade.

Number of Latinx aged 18-24 attending college (Millions)

Source: US Census Bureau, American Community Survey.

More HS grads, but more college non-completers: compared to a decade ago, young Latinx are much less likely to have less than a HS degree. But college non-completion is a growing problem.

Educational attainment of Latinx population Aged 18-34 (not in school)

Source: US Census Bureau, American Community Survey.
## Headcount by Race/Ethnicity and Level (Minimum Values)

### Fall 2017

<table>
<thead>
<tr>
<th>Minimum Race Values</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Native Hawaiian</th>
<th>White</th>
<th>Race/Ethnicity Unknown</th>
<th>Foreign</th>
<th>Two or More Races</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent</td>
<td>HC</td>
<td>215</td>
<td>14</td>
<td>18</td>
<td>5</td>
<td>92</td>
<td>17</td>
<td>1</td>
<td>7</td>
<td>369</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>58.27</td>
<td>3.79</td>
<td>4.88</td>
<td>1.36</td>
<td>24.93</td>
<td>4.61</td>
<td>0.27</td>
<td>1.90</td>
<td>100.00</td>
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<tr>
<td>Undergraduate</td>
<td>HC</td>
<td>9,184</td>
<td>1,073</td>
<td>736</td>
<td>460</td>
<td>35</td>
<td>6,145</td>
<td>243</td>
<td>373</td>
<td>18,913</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>48.56</td>
<td>5.67</td>
<td>3.89</td>
<td>2.43</td>
<td>0.19</td>
<td>32.49</td>
<td>1.28</td>
<td>1.97</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### Actual Graduation Rates by Year

#### 4-year
- 2006: 12.43%
- 2007: 15.02%
- 2008: 15.03%
- 2009: 16.77%
- 2010: 13.30%
- 2011: 21.67%
- 2012: 29.39%
- 2013: 37.05%
- 2014: 36.63%
- 2015: 37.05%
- 2016: 37.78%
- 2017: 42.09%
- 2018: 43.22%

#### 5-year
- 2006: 45.73%
- 2007: 48.27%
- 2008: 47.45%
- 2009: 48.04%
- 2010: 44.73%
- 2011: 48.84%

#### 6-year
- 2006: 45.73%
- 2007: 48.27%
- 2008: 47.45%
- 2009: 48.04%
- 2010: 44.73%
- 2011: 48.84%

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UNM Office of Institutional Analytics.

https://oia.unm.edu/facts-and-figures/official-enrollment-reports.html
But six weeks into the semester...

What happens?

They get here:
CHALLENGES

Academic preparation (YES, but not the only factor)

Socioeconomic status

Money: financing education and spending behaviors

Creating a new social circle

How to make friends as an adult

(Shaffer, 2014; Varney, 2012; Lotkowski, Robbins and Noeth, 2004; Keeling, 2003)
CHALLENGES

Unaware of how to navigate college

“City lifestyle”

Self-esteem, motivation, energy, need for validation

Family: expectations, lack of communication, caretaking roles

(Shaffer, 2014; Varney, 2012; Lotkowski, Robbins and Noeth, 2004; Keeling, 2003)
MORE CHALLENGES

- Adjusting to class size, faculty, lack of recognition in class, workload
- Language: English Language Learners; academic language
- Lack of basic skills: studying, time management, online environment
- Generational differences (Millenials and Generation Z)

“Academic advising plays a role in students’ decision to persist and in their chances of graduating”

(Pascarella & Terenzini, 2005, p. 404)

“the only variable that has a direct effect on student persistence is the quality of a relationship with a significant member of the college community”

(Heisserer and Parette, 2002, p. 72)
PROACTIVE ADVISEMENT

**Action-oriented** approach to involving and motivating students to seek help when needed

(Earl, 1987)

“Focuses on discovering the nonacademic factors that might be preventing students from reaching their full academic potential”

(Varney, 2012)
PRINCIPLES OF PROACTIVE ADVISING

- Academic + social integration → persistence
- Orientation to the college experience—help them navigate the institution and understand expectations
- Orientation that relies not on student motivation but provided intrusively based on student needs

(Earl, 1988)

No longer just for “at-risk” students
THE CATCH:

- ADVISORS take the initiative
- Intensive
- Holistic approach to development
- Formerly known as Intrusive advising

Getting information to students **before** “something” happens.
College Assistance Migrant Program (CAMP)

- Federally-funded by U.S. Department of Education (5-year grant)
- Recruit and retain students from migrant/seasonal farm working backgrounds to UNM
- Help participants transition from High School to college
- Social, academic, and financial support

unmcamp.unm.edu
CAMP Activities:
- Tutoring/peer mentoring
- Study hrs.
- Meetings with CAMP advisor

Social/cultural events

Progress Reports (2 x semester)

Workshops (scholarship, STEM-focused, mock-interviews, resume...)

“Students don’t do optional”

(Donaldson, McKinney, Lee, & Pino, 2016)
MAKING A DIFFERENCE

1. How does participating in a Student Services program predict 3rd semester retention rates than those not participating? (Predictability)

- Pilot analyses with the 2012 cohort of Freshmen
- Assessing Student Services: http://avpss.unm.edu/outcomes.html
### UNM CAMP Monitoring Process at a Glance

<table>
<thead>
<tr>
<th>Month</th>
<th>Key Activities</th>
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</table>
| **July**| • Assist at New Student Orientation Sessions - include presentations, tabling, and advising.  
• Review files of incoming students.  
• Prepare for Fall CAMP Orientation and for fall activities.  |
| **August**| • Facilitate Fall CAMP Orientation.  
• Review and sign CAMP participation agreements.  
• Set up times for bi-monthly meetings with students.  
• Start of academic year - confirm class schedules and address housing and financial aid questions.  
• Overview Financial Aid Awards.  |
| **September**| • Distribute, collect and review first set of Progress Reports (PR) with students.  
• Create “scenario” GPA with students based on PRs and create Action Plan, if needed (tutoring, studying strategies, faculty hours...).  
• Alert students of deadlines to withdraw classes without a grade.  
• Begin reminders for FAFSA.  |
| **October**| • Second eight-week session begins:  
• Encourage students who need credit hours to add a class.  
• Promote workshops on campus and any scholarships (ongoing).  
• Follow up on Action Plans.  
• Distribute second set of PRs.  
• Focus on FAFSA: Promote workshops.  
• Talk about plans to cover account charges.  |
| **November**| • Collect and review second set of PRs.  
• Review GPA scenario with students and create Action Plan, if needed.  
• Encourage students to enroll in “Late-Starting” classes if it looks like they’ll need them.  
• Advisement and registration for Spring semester begins.  
• Alert students of deadline to withdraw classes without Dean’s approval.  |
| **December**| • Registration for Spring semester continues.  
• Remind students to enroll in “Late-Starting” classes if they want/need to.  
• Determine if there are any particular needs for final exams.  
• Alert students of deadlines to withdraw classes with Dean’s approval.  
• FAFSA - Submit documents.  
• Remind students of priority date: Jan 5th.  
• Retrieve grades for Fall semester.  |
| **January**| • Winter break: review grades and contact students who did not make satisfactory progress.  
• Prepare for Spring semester: Orientation and workshops for the semester.  
• Classes begin: confirm class schedules.  
• Review and sign probation contracts.  
• Reminders: deadlines to change classes.  
• Review requirements pending for financial aid.  
• Finalize preparations for SW HEPC (CAMP Leadership Conference).  
• Overview FAFSA and plans for the term.  |
| **February**| • Distribute, collect and review first set of Progress Reports (PR) with students.  
• Create “scenario” GPA with students based on PRs and create Action Plan, if needed (tutoring, studying strategies, faculty hours...).  
• Alert students of deadline to withdraw classes without a grade.  
• SW HEPC/CAMP Leadership Conference takes place.  |
| **March**| • Facilitate mock-interviews with students and review resumes.  
• Facilitate and encourage career exploration during advisement and in coordination with CAMP advisors.  
• Ask students to begin degree plan.  
• Follow up on Action Plans.  
• Second-eight week session begins:  
• Encourage students who need credit hours to add a class.  
• Inform students on Summer Courses.  
• Talk.  |
| **April**| • Distribute, collect and review second set of Progress Reports (PR) with students.  
• Create “scenario” GPA based on PRs and Action Plan, if needed.  
• Alert students of deadline to withdraw classes without Dean’s approval.  
• Advisement and registration for Fall semester begins.  
• Prepare for Transitional workshop.  
• Identify students who need Spring “late-starting courses.”  |
| **May**| • Registration for fall semester continues.  
• Determine if there are any particular needs for final exams.  
• CAMP Transitional Workshop takes place.  
• Alert students of deadline to withdraw classes with Dean’s approval.  
• Contact and acknowledge graduating students.  
• Distribute CAMP exit questionnaire.  
• End of first academic year for student cohort.  
• Retrieve grades for the Spring semester.  |
| **June**| • Report data from academic year.  
• Reach out to potential persisters or students who might have lost lottery scholarship due to low GPA or missing credit hours.  
• Review results from CAMP Exit questionnaire.  
• Prepare for New Student Orientations.  
• Check-in with students from previous cohorts.  |
### Applications of proactive advisement in the College Assistance Migrant Program

<table>
<thead>
<tr>
<th>Challenges affecting student success</th>
<th>Examples of action in CAMP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic communications plan created around semester deadlines</strong></td>
<td></td>
</tr>
<tr>
<td>• Academic preparation</td>
<td>• Prior to entering UNM, CAMP recruiter provides information about placement exams &amp; tips to prepare.</td>
</tr>
<tr>
<td>• Language: English Language Learners; academic language</td>
<td>• ACCUPLACER: it can help you get in! Some students believe that just because they did not get a high score in their ACT they cannot be admitted to an institution of higher education.</td>
</tr>
<tr>
<td></td>
<td>• Assistance in course placement to match skills &amp; interests</td>
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<td></td>
<td>• Targeted questions during meetings: “Can I ask how did you develop an interest in LATIN?” “How comfortable do you feel with writing?”</td>
</tr>
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<td></td>
<td>• Monitoring students’ academic progress through grade reports.</td>
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<td></td>
<td>• Tutoring: CAPS (learning center on campus) and CAMP</td>
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<td></td>
<td>• UNIV 101 CAMP Freshman seminar: Review Library resources and writing exercises to learn/sharpen language used in education</td>
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<td></td>
<td>• Clarify expectations: a high ACT score doesn’t mean you don’t have to study for classes!</td>
</tr>
<tr>
<td>• Lack of basic skills: studying, time management, online</td>
<td>• CAMP Orientation: emphasis on gaps in the school system, clarify that not having received services it’s not a student’s fault</td>
</tr>
<tr>
<td>• Time management and study strategies (workshops and individual consultations)</td>
<td></td>
</tr>
</tbody>
</table>
RANK 1 (lowest) to 5 (highest)

Choose two factors

What activities are in place in your department?
- Financing education: we have a list of scholarships available

What activities could you implement or improve?
- Improve: teach strategies for writing strong personal statements
SOME IDEAS

- Pre-advisement worksheets: “What are your hobbies?”
- Student–led events
  - Student highlights
- Update degree plans on degrees.unm.edu (UNIV 103 → MATH 121)
- Donuts, anyone?
- Videos: “Do you know how to check your financial aid?”
- Social media
- Holds / Graduation Requirements
- Partnerships with faculty
- Prizes
REMINDERS

- Advisors have the power to help students directly and [hopefully] prevent situations that could bring crisis.

- Connecting with students takes extra effort but students are responsive to direct contact to receive help (Brown, 2010).

- There is always room for improvement in all departments.

- Students’ transition and success is everyone’s task.
Any questions?
REFERENCES


