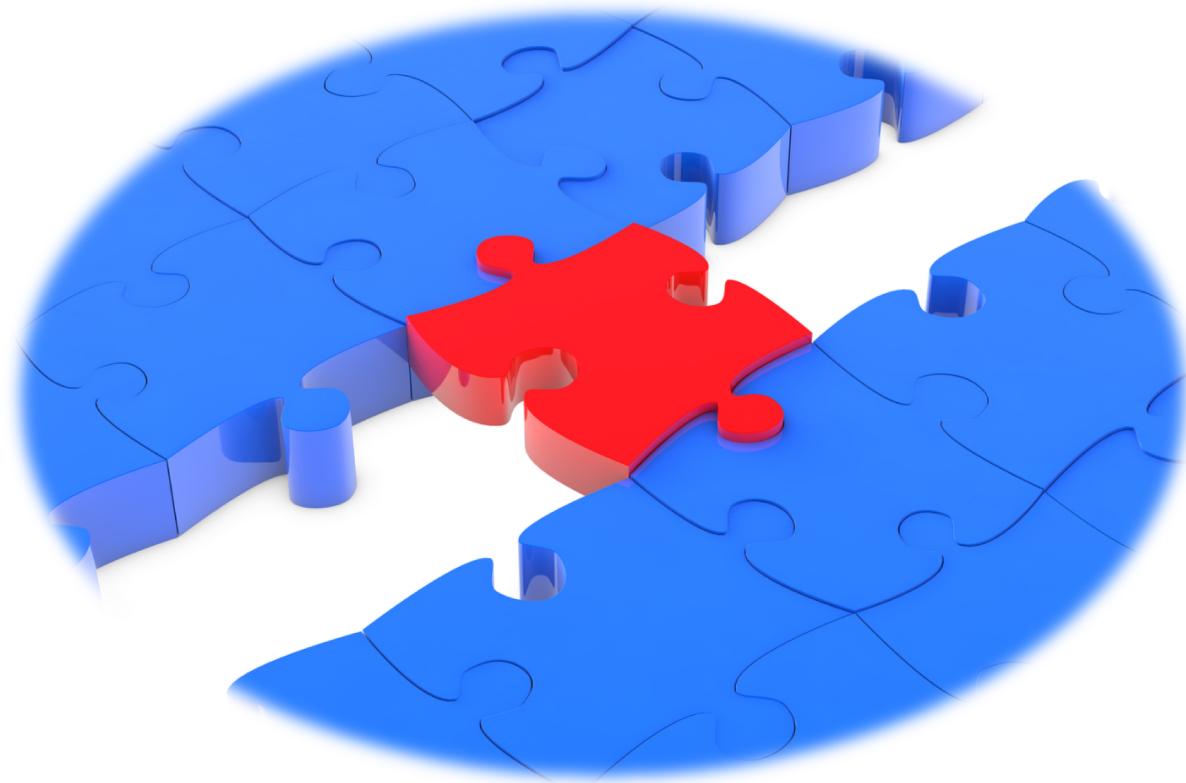


A PROACTIVE APPROACH TODAY FOR A SMOOTHER TRANSITION TOMORROW



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?



SOUNDS FAMILIAR?

The Washington Post

PostEverything

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.



Part of the Futuro Media Group

By ANTONIA CEREIJIDO APR 27, 2018

npr

share

latino usa

Navigating the Maze of Higher Education

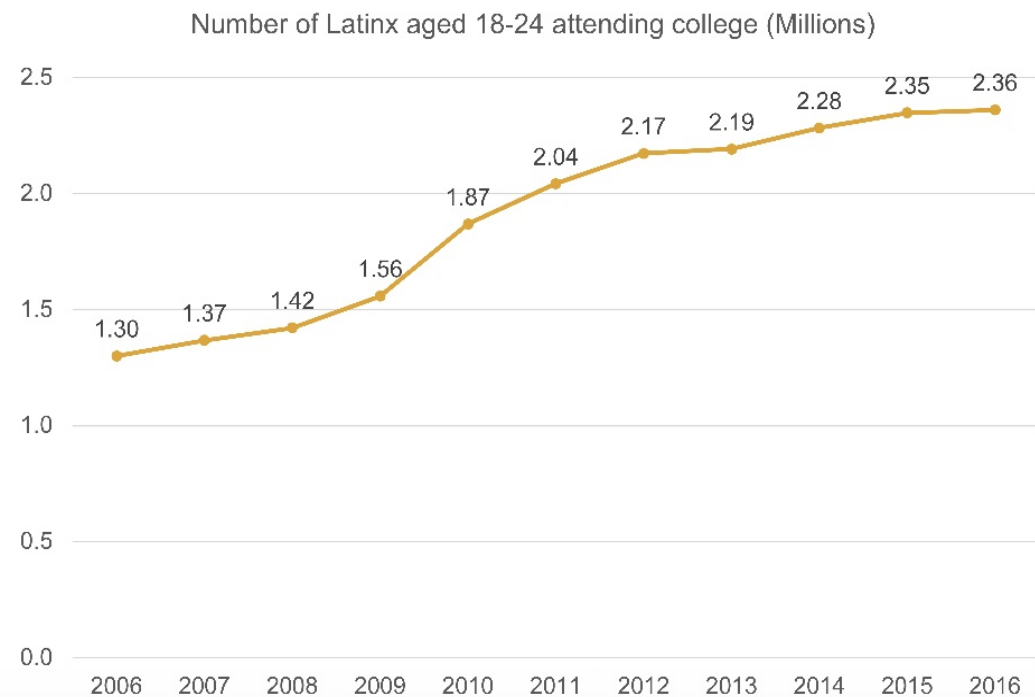


listen

26:16

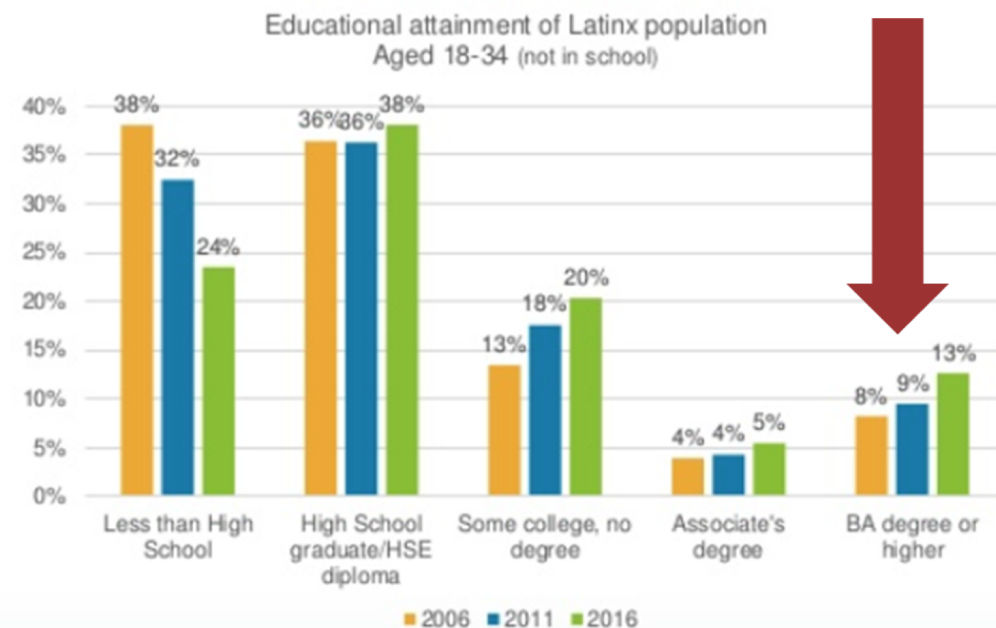
© 2018 npr

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



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.

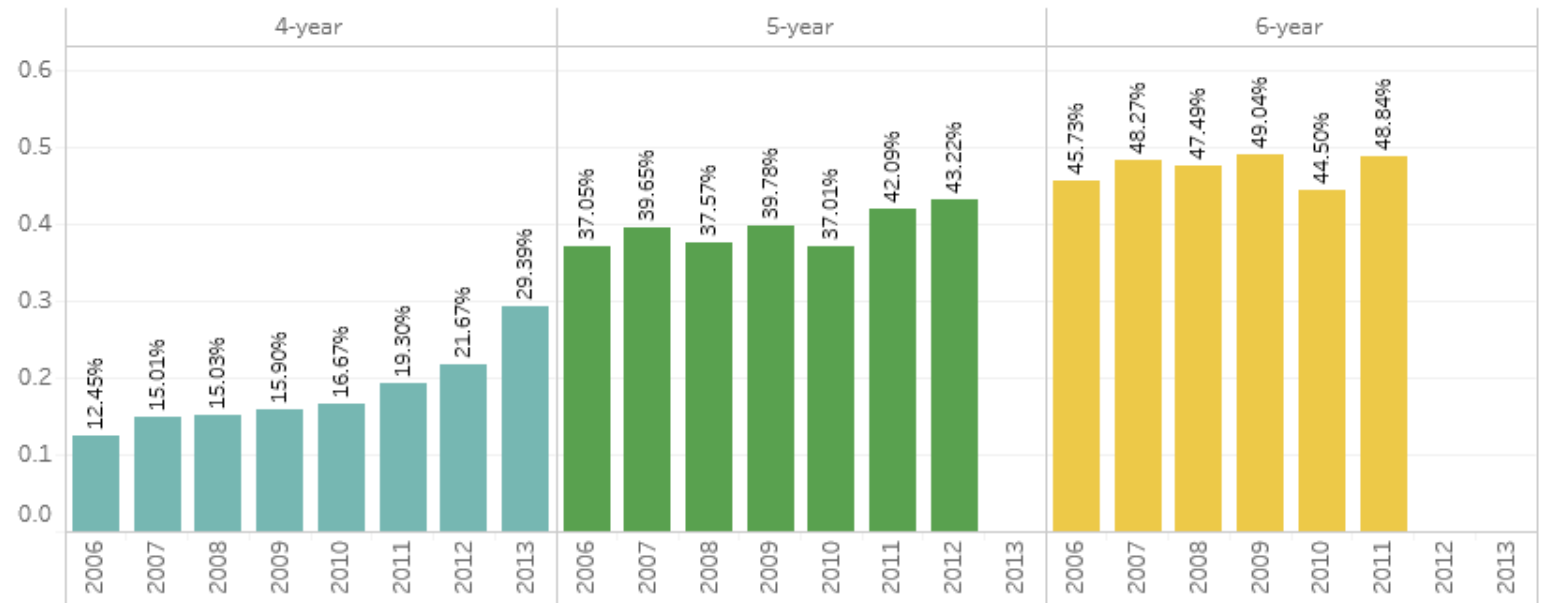


Source: US Census Bureau, American Community Survey.

Headcount by Race/Ethnicity and Level (Minimum Values)
Fall 2017

Minimum Race Values		Hispanic	American Indian	Asian	African American	Native Hawai'ian	White	Race/Ethnicity Unknown	Foreign	Two or More Races	Total
Concurrent	HC	215	14	18	5		92	17	1	7	369
	%	58.27	3.79	4.88	1.36		24.93	4.61	0.27	1.90	100.00
Undergraduate	HC	9,184	1,073	736	460	35	6,145	243	373	664	18,913
	%	48.56	5.67	3.89	2.43	0.19	32.49	1.28	1.97	3.51	100.00

Actual Graduation Rates by Year



- UNM Office of Institutional Analytics.

- <https://oia.unm.edu/facts-and-figures/official-enrollment-reports.html>

They
get
here:



But six weeks
into the
semester...



What
happens?



CHALLENGES



Academic preparation (YES , but not the only factor)

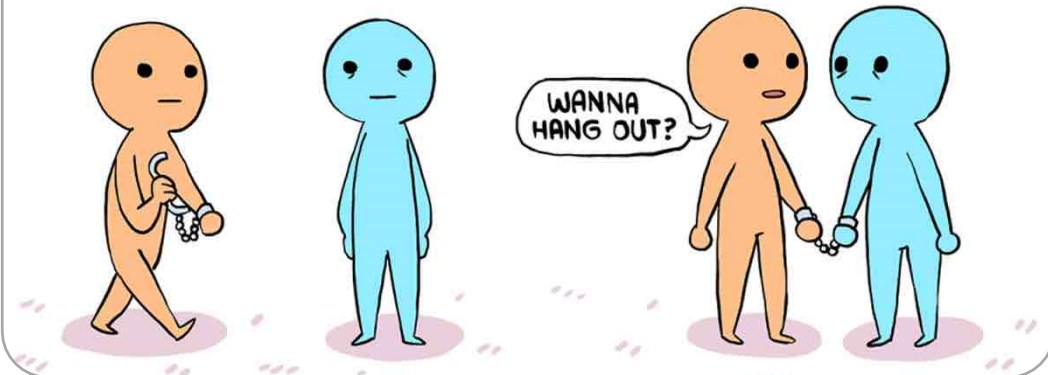


Socioeconomic status



Money: financing education and spending behaviors

How to make friends as an adult

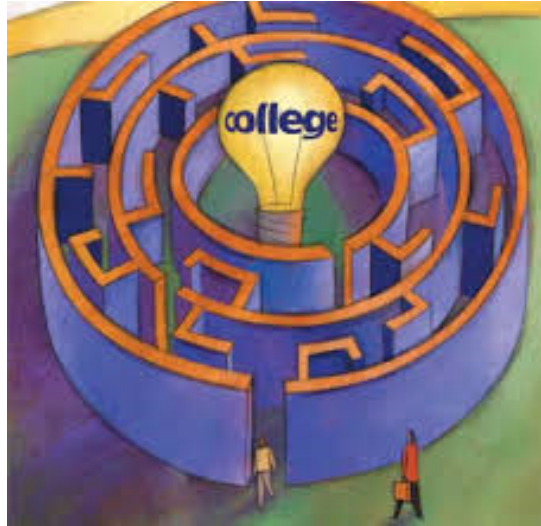


Creating a new social circle

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

CHALLENGES

Unaware of how to navigate college



“City lifestyle”



Family: expectations, lack of communication, caretaking roles



Self-esteem,
motivation, energy,
need for validation

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 (Millennials and Generation Z)



LOL

It can happen to
ANYONE

(Varney, 2012; Lotkowski, Robbins and Noeth, 2004; Keeling, 2003).

ADVISEMENT MATTERS

“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



“STUDENTS DON’T DO OPTIONAL”

(Donaldson, McKinney, Lee, & Pino, 2016)

○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...)



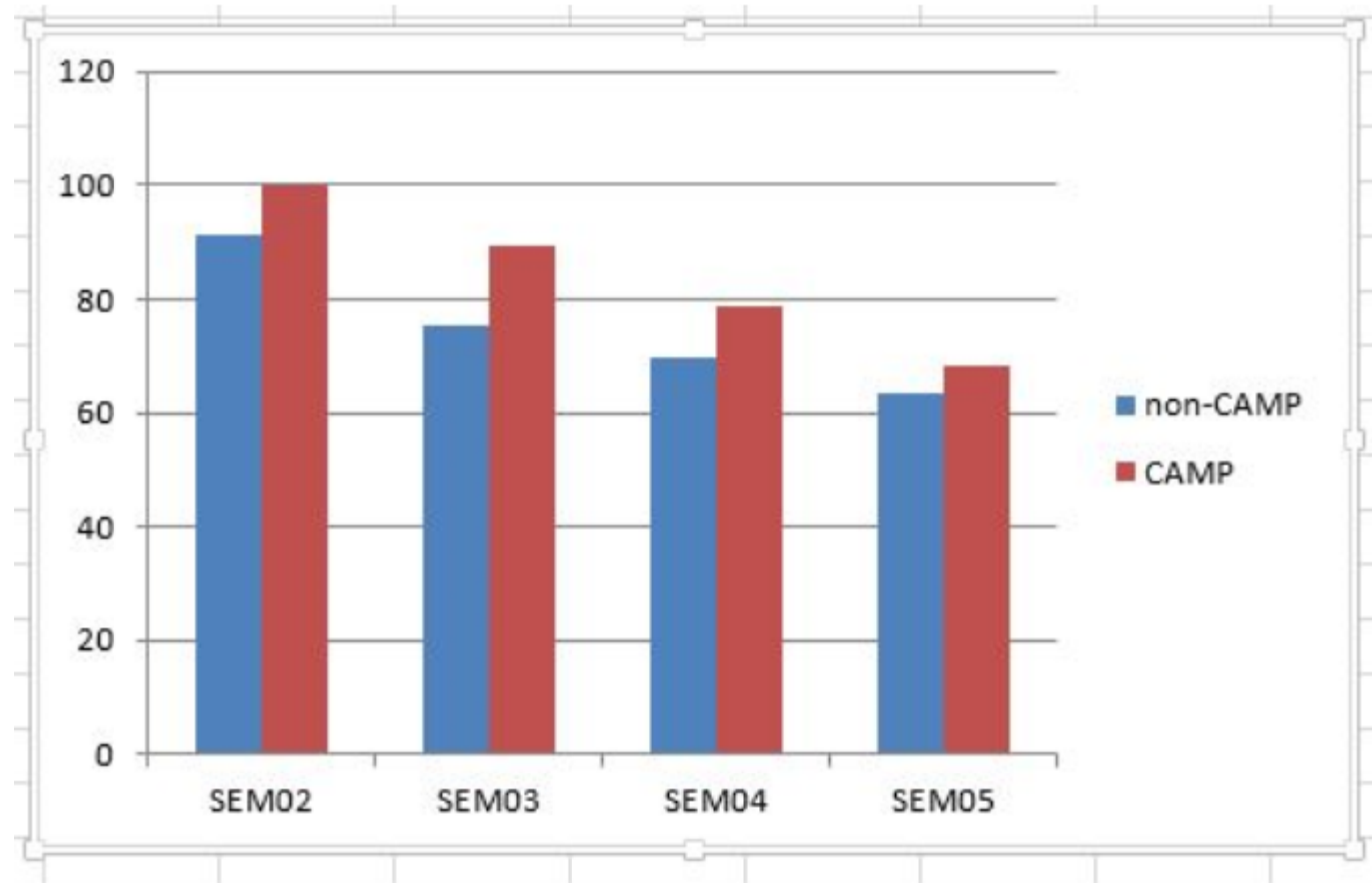
2016-2017 CAMP Cohort



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

El Centro de la Raza

College Assistance
Migrant Program (CAMP)

OUTREACH AND MONITORING

UNM CAMP Monitoring Process at a Glance			
July <ul style="list-style-type: none"> Assist at New Student Orientation Sessions- may include presentations, tabling, and advising. Review files of incoming students. Prepare for Fall CAMP Orientation and for Fall activities. 	August <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Distribute, collect and review first set of Progress Reports (PR) with students. Create a "scenario" GPA with students based on PRs and create <i>Action Plan</i>, if needed (tutoring, studying strategies, faculty hours...). Alert students of deadlines to withdraw classes without a grade. Begin reminders for FAFSA. 	October <ul style="list-style-type: none"> 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 <i>Action plans</i>. Distribute second set of PRs. Focus on FAFSA: Promote workshops Talk about plans to cover account charges
November <ul style="list-style-type: none"> Collect and review second set of PRs. Review GPA scenario with students and create <i>Action Plan</i>, 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 <ul style="list-style-type: none"> 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 deadline to withdraw classes with Dean's approval. FAFSA: Submit documents. Remind students of priority date: Jan 5th Retrieve grades for Fall semester. 	January <ul style="list-style-type: none"> 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 Fin Aid Finalize preparations for SW HEP/CAMP Leadership Conference. 	February <ul style="list-style-type: none"> Distribute, collect and review first set of Progress Reports (PR) with students. Create "scenario" GPA with students based on PRs and create <i>Action Plan</i>, if needed (tutoring, studying strategies, faculty hours...). Alert students of deadline to withdraw classes without a grade. SW HEP/CAMP Leadership Conference takes place. Overview Fin Aid and plans for the term
March <ul style="list-style-type: none"> Facilitate mock-interviews with students and review resumes. Facilitate and encourage career exploration during advisement and in coordination with CAMP tutors. Ask students to begin degree plan. Follow up on <i>Action Plans</i>. Second-eight week session begins: Encourage students who need credit hours to add a class. Inform students on Summer Courses Talk 	April <ul style="list-style-type: none"> Distribute, collect and review second set of Progress Reports (PR) with students. Create "scenario" GPA based on PRs and <i>Action Plan</i>, 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 <ul style="list-style-type: none"> 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 Alumni. Distribute CAMP exit questionnaire. End of first academic year for student cohort. Retrieve grades for the Spring semester. 	June <ul style="list-style-type: none"> Report data form academic year. Reach out to potential <i>persisters</i> 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

EXAMPLES (HANDOUT)

Challenges affecting student success	Examples of action in CAMP
Strategic communications plan created around semester deadlines	
<ul style="list-style-type: none"> • Academic preparation • Language: English Language Learners; academic language 	<ul style="list-style-type: none"> • Prior to entering UNM, CAMP recruiter provides information about placement exams & tips to prepare. • ACCUPLACER: it can help you get in! Some students believe that just because they did not get a high score in their ACT they <u>cannot be admitted</u> to an institution of higher education. • Assistance in course placement to match skills & interests • Targeted questions during meetings: “Can I ask how did you develop an interest in LATIN?” “How comfortable do you feel with writing?” • Monitoring students’ academic progress through grade reports. • Tutoring: CAPS (learning center on campus) and CAMP • UNIV 101 CAMP Freshman seminar: Review Library resources and writing exercises to learn/sharpen language used in education • Clarify expectations: <i>a high ACT score <u>doesn’t</u> mean you don’t have to study for classes!</i> • CAMP Orientation: emphasis on gaps in the school system, clarify that not having received services it’s not a student’s fault
<ul style="list-style-type: none"> • Lack of basic skills: studying, time management. online 	<ul style="list-style-type: none"> • Time management and study strategies (workshops and individual consultations)



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 situation 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

- Brown, T. (2010, June 22). Intrusive academic advising: An Effective Strategy to Increase Student Success [Webinar]. Innovative Educators. Retrieved from www.innovativeeducators.org/v/vspfiles/IEfiles/intrusive2010.ppt
- Cardoza, K. (2016, January 20). First-generation college students are not succeeding in college, and money isn't the problem. *The Washington Post*. Retrieved from https://www.washingtonpost.com/posteverything/wp/2016/01/20/first-generation-college-students-are-not-succeeding-in-college-and-money-isnt-the-problem/?utm_term=.88bdc2ea48dd
- Donaldson, P., McKinney, L., Lee, M. & Pino, D.(2016). First-year community college students' perceptions of and attitudes toward intrusive academic advising. *NACADA Journal*, 36(1), 30-40.
- Heisserer, D.L. & Parette, P. (2002, March). Advising at-risk students Habley, W. R. (1994).Key Concepts in Academic Advising. In *Summer Institute on Academic Advising Session Guide* (p.10). Available from the National Academic Advising Association, Kansas State University, Manhattan, KS.
- Keeling, S. (2003). Advising the Millennial Generation. *NACADA Journal*23 (1&2), 30-36.
- Light, R. (2001). *Making the most out of college: Students speak their minds*. Cambridge, MA: Harvard University Press.
- Lotkowski, V., Robbins, S.B., & Noeth, R.J. (2004). The role of academic and non-academic factors in improving college retention. *ACT Policy Report*. Retrieved from <http://eric.ed.gov/?id=ED485476>
- Pascarella, E., & Terenzini, P. (2005). *How college affects students (Vol.2): A third decade of research*. San Francisco, CA. Jossey Bass.
- Soria, K.M.,& Stebleton, M.J. (2013). Social capital, academic engagement and sense of belonging among working-class college students. *College Student Affairs Journal*, 31(2), 139-153
- Soria, K., & Bultman, M. (2014). Supporting working-class students in higher education. *NACADA Journal*, 34(2), 51-62
- Treschan, L. & Lew, I. (2018). Promising gains, but barriers remain: Increases in LatinX college enrollment....and non-completion. Community Service Society of New York. Retrieved from: <https://www.slideshare.net/CSSNYorg/promising-gains-but-barriers-remain>
- Varney, J. (2012, February 22). Proactive advising to retain first-year and transfer students. [Webcast]. *Academic Impressions*.
- Varney, J. (2013). Proactive Advising. In Drake, J.K., Jordan, P., & Miller, M.A. (Eds.), *Academic advising approaches: Strategies that teach students to make the most of college* (pp. 137-154). Manhattan, KS: NACADA

