

Purdue University Calumet

Academic Advisor Training



Welcome to Purdue University Calumet advisor training.

This is a continuation from a previous presentation. If you have not viewed the first portion of the presentation, please contact the CLAS for assistance.

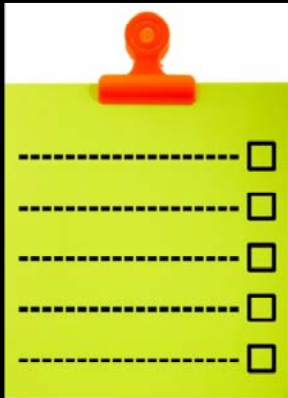


First Generation College Students

Part II

In this presentation, we will more topics relating to First Generation College students. This is part two.

Let's Review



- Who are first-generation college students?
- Preconceived perceptions
- Time management & Financial literacy
- *Discussion*

Let's take a moment a review what we have learned so far from the last session.

- First, we defined who first-generation college students are.
- We learned that there are often preconceived perceptions of how college is from the student and their parents.
- We then spoke about the important topics of Time Management and Financial Literacy.
- We finished with a discussion about first-generation students and handling a helicopter parent.

Topics covered in Part II

- Being a Self-Advocate
- Student referrals
- Campus Network and Resources for Students
- *Activity*



What will we cover in this session?

- We will begin by talking about self-advocacy and how the advisor can encourage this with a first-generation student.
- We then cover the topics of student referrals and campus network/resources for them.
- We will finish with an activity involving student scenarios.

Being a self-advocate

- Self-advocacy is defined as the ability to speak and act on behalf of one's self (Project 10, 2015).
- How can we be self-advocates?
 - Give them "your story"
 - Utilize your experience as an advisor/mentor
 - Exposure to different needs and situations
 - Help the student become acclimated to the campus and educational environment
 - Provide them with information on campus resources during their first semester.
 - Maintain frequent contact with the student
 - Make them feel comfortable giving you feedback whether it be in person, by phone or email, etc.



Self-advocacy is an important topic for all students, but is especially vital for first-generation students. Self-advocacy is defined as the ability to speak and act on behalf of one's self (Project 10, 2015).

How can we be self-advocates?

- First and foremost, advisor Anna Kent says to give them "your story."
 - Tell them how you got to where you are now. How did you develop your skills to speak and act on behalf of yourself?
- Once you have established a common ground with the student, utilize your experience as an advisor/mentor by talking about certain situations with other students (anonymous, of course) and let the student know that they are "not alone." How can you do this?
 - Think about your exposure to different needs and situations as a conversation starter.
- Advisor Samantha Horn recommends to help the student become acclimated to the campus and educational environment.
 - Provide them with information on campus resources during their first semester. Let them know the Dean of Students office, as well as many other offices on campus are here to help.

- Horn also reminds you to maintain frequent contact with the student.
 - Make them feel comfortable giving you feedback whether it be in person, by phone or email, etc.

Effective Student Referrals



- Knowing what the student needs:
 - What type of personality do they have?
 - What kind of learner are they?
 - How do they develop a sense of urgency?
- Establish a common ground: Use yourself as an example.
- Ask them to write things down: Important dates, important events, etc.
- Follow up with students
 - Ask them: Have they talked to the expert on campus for their information?
 - Quiz the student: Do you know where this resource is?
 - Remind them that it is in their best interest to seek that information.

Now that we have talked about handling some of the difficult conversations for a student, let's cover the topics of student referrals and networking.

Anna Kent states the best thing to know for student referrals is to know exactly what the student needs.

Some questions, as noted by the PUC advisors, to ask yourself are:

- What type of personality does the student have?
- What kind of learner is the student?
- How do they develop a sense of urgency?

Advisor Barb (Barbara) Osmon mentioned: "If the student is reluctant to open up, always remember to use yourself as an example to establish a common ground. How did you seek resources as a student?"

Remember, when speaking with the student, always make sure they are remembering things, writing down important items if necessary.

When making referrals, or just relaying important information, always have your students write things down, such as important dates, events, or course information. Advisor Sue

(Susan) Finke handed out notepads to students when she met them and instructed them to "Write this down, write that down...etc."

Of course, one of the best things to do as an advisor is to follow up with your students, especially the non-responders. Check to make sure they have sought these resources by asking them if they were able to contact that department or expert for information. Sue also mentioned: "If you're up for it, feel free to quiz them on knowing where the resource is. Ask questions such as "Where is the Dean of Students office located?", "Do you know what this is?" Knowledge is power!"

If they haven't followed up with that department/expert: Stress to them that it is in their best interest to seek that information.

Campus Network and Resources for the Student

- Campus Network:
 - Dean of Students
 - CLAS
 - Campus Department(s)
 - Peers and other first-generation students
 - Yourself
- Other tips:
 - Use the *Always learning/Always teaching* model with the student.
 - Stress: This is your degree and your information.
 - Encourage the student to complete their work on their own and never plagiarize.
 - Check on the students' progress of learning.



Let's take a moment and talk about the campus network and resources for a student.

First, the Dean of Students and the Center for Learning and Academic Success can serve as a great information hub for students.

Advisor Janet Navarro stated to encourage the student to get to know their home department and any other associated departments. This will allow them to be familiar with the secretaries, department heads, college deans, and other faculty members.

Speaking of getting to know people, encourage the first-generation student to network with other first-generation students. According to LeMaster & Moore (2012), first-generation students are more receptive to information from other first-generation students.

Janet noted "If needed, use yourself as an example and where you started out. Know that you are available as a resource. Sometimes when the students know "your story," it may help them open up and begin to ask questions."

Other tips from the PUC advisors include:

- Use the *Always learning/Always teaching* model with the student. Encourage them to continually learn and teach themselves. This can be done over time and not overnight.
- Stress: This is your degree and your information. Encourage them to do their best and make friends along the way (relationship building).
- Complete their schoolwork on-time and on their own. Never use someone else's work as their own. If they have questions about plagiarism, they can contact their Dean of Students office.
- Check on the students' progress of learning. Do a reverse demonstration: Have them show you something they just learned/should have already learned.

Activity

What would you do?



Let's take a moment to complete a quick activity.

For those participants who are completing this in-person, please listen to the instructions from your proctor.

Title: What would you do?

Activity Time Allocation: 25 minutes

Protector Instructions

Read each of the scenarios to the participants, one at a time. In between each scenario, pause for a quick discussion on what the advisor would do in that instance.

Continue the activity on the next slide.

Activity Scenario

- Meet Student A...
- Eldest Sibling and first in family to complete in high school
- Disregarded 21st Century Scholars because he didn't understand it.
- After starting college, he realized he had much more free time than anticipated.
- He sometimes studied, but mostly hung out with friends.
- He began to realize other students seemed to know more about things than him, so he sought campus involvement.

Meet Student A...

Student A is the eldest sibling of many and family is very important to him and his culture. The highest level of education his parents completed was middle school so he was the first in his family to complete high school and will be the first in his family to complete college. During middle school, he remembered receiving information about 21 Century Scholars but didn't understand what it was and thought it was another after school program so disregarded it. His parents do not speak English as their primary language so did not understand the program either. His younger sibling then disregarded the program as well. He took a year off after high school because he was unsure of what to do about college. When he started at PUC, he assumed his schedule to be set for him by his guidance counselor and that he'd be in school from 8am-2:30pm like in high school. When he created his schedule, he realized that he had more free time than in high school and used that additional time as free/personal time instead of study time. Even when on campus during breaks between classes he sometimes worked on homework, but usually just hung out with friends. He had to use the family car to get to and from campus so had to coordinate schedules with his siblings to make it to class on time. Because

he could tell that other students seemed to know more about what was going on, he sought out campus involvement to learn more and meet people.

Based on what you have learned thus far, what would you do to help this student transition into the college environment better?

Activity Scenario

- Meet Student B...
- Third of two siblings who attended PUC.
- Secured a job right after high school to pay for college and bills.
- Received schedule and did not question the time(s) they were offered.
- Attended school full-time while working a managerial position.
- Her academic performance dropped as a result of not leaving enough time to study and complete her schoolwork.

Meet Student B...

Student B has two older siblings, both of which attended PUC but stopped attending before receiving a degree. She was aware of the cost of attending college so she got a job right after completing high school with the goal of making money to pay for college. During the summer she attended New Student Orientation as a beginner freshmen with her mother and received a schedule that was pre-created by her advisor. Although the schedule times did not mesh with her work schedule, she didn't know she could ask for the classes to be changed. When the fall semester began, she was taking courses towards her intended major of biology while working at least 30 hours per week. She then took on a managerial position and started working at least 40 hours per week. Working this amount did not leave time for the necessary study hours and, by the end of her sophomore year, she ended up on academic probation. She realized the need to cut back on the number of hours she was working so decided to work more in the summer and less during the school year.

Based on what you have learned thus far, what would you have done to help this student in

reference to self-advocacy, time management, and financial literacy?

Activity Scenario

- Meet Student C...
- First-generation student
 - Success Through Education (PNC)
 - 21st Century Scholar
- First course schedule was spread out and not conducive for efficient study and communication
- Work-study on campus
- Changed major's her second year and re-worked her schedule

Meet Student C...

Student C is a first-generation student identified by PNC's Success Through Education program while in middle school and joined PNC as a 21st Century Scholar. Her first schedule was spread out through the week and was not conducive to efficient study and commuting. She also felt alienated by her first semester classes. However her work situation was good: a work-study position on campus at the recreation room, which gave good hours and allowed her to study while on duty. By her second year, she switched majors, to something more congenial, and learned with her new advisor to schedule classes in more manageable blocks. But the work-study position disappeared, and she was forced to seek work off-campus. Walmart proved a good choice in that it allowed good flexibility with hours. She became interested in theater on campus, and her acting experience was mentioned by her first employer after graduating as something that made her stand out.

Based on what you have learned so far, what would you have done with the student's first-semester schedule? How would you check on her to ensure she is performing? How could you serve as her mentor to help her find an employer that meets her educational needs?

Review of Part II



- Being a Self-Advocate
- Student referrals
- Campus Network and Resources for Students
- *Activity*

What did we cover in this session?

- We began by covering the topic of being a self-advocate
- We then spoke about student referrals.
- Thereafter, we briefly spoke about campus network/resources for students.
- We finished this module with an activity on students involving time management, financial literacy, self-advocacy, and student referrals.

Continue to Part III

Please continue this training to Part III when you are ready.



Please continue this training to Part III when you are ready.

It is advised to review this material again if you do not understand some of the content.

You can always reach out to your peers for assistance or the CLAS.

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