

# Purdue University Calumet

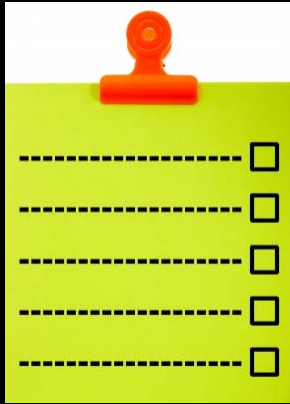
Academic Advisor Training



## First Generation College Students

Part II

## Let's Review



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

## Topics covered in Part II

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



## 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.



## 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.

## 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.



## Activity

What would you do?



## Activity Scenario

- Meet Student A...
- Eldest Sibling and first in family to complete in high school
- Disregarded 21<sup>st</sup> 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.

## 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.

## Activity Scenario

- Meet Student C...
- First-generation student
  - Success Through Education (PNC)
  - 21<sup>st</sup> 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

## Review of Part II



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

## Continue to Part III

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



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