

# Blueprint for Critical 1:1 Conversations with First-Year, First- Generation College Students

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# Agenda

- TRiO Student Support Services Overview
- Identities and Needs of First-Generation College Students
- The Coaching/Advising Framework
- Coaching Techniques/Intangibles
- Critical Conversations
- Closing Thoughts

# What is TRiO Student Support Services?

- Student Support Services (SSS)
- Grant Aid
- Cultural Enrichment Events
- 1:1 Academic & Personal Counseling
- Financial Literacy Workshops
- Serve 160 students
- Goals:
  - To increase retention rates
  - To increase graduation rates

The logo for TRiO Student Support Services. The word "TRiO" is written in a bold, black, sans-serif font. The letter "i" is lowercase and colored red, while the other letters are uppercase and black. A thin black horizontal line is positioned directly beneath the text.

**TRiO**



# What is TRiO Student Support Services?

- Various Intersectionality of First-Generation College Students
- Social integration
- Academics
- Ensure our students feel seen and heard (show up)
- Assisting them with various needs
- Using a strengths-based approach

**TRIO**



What are the needs of first-generation college students?

**Mentimeter Survey**



<https://www.menti.com/arrpkx14pm>

# Coaching/Advising Framework

## **Holistic Advising Approach**

- Addresses Student's Needs as a Whole
- Contributes to the Student's Growth
- Focus on the Student's Well-being
- Desired Goals
- Accountability
- Navigating Life

# Coaching/Advising Framework

## Opening a Session

- Appointment Objectives
  - Discuss Plan of Action
- Personal Assessment
  - *How are you feeling today?*
- Clarify Student's Agenda (Self-advocacy)
  - *What do they want to achieve during the appointment?*
  - *Do they have any questions that I can answer?*
  - *What concerns do they have?*

## Closing a Session

- Discussing the outcomes of the session
  - *Was our agenda met today?*
- Student Accountability
  - *What are you going to do between sessions?*
  - Actions and steps
- Closing Questions
  - *What topic did we not touch on today that you would have liked to?*
  - *How was your appointment overall today?*

# Coaching/Advising Techniques

## Level of Deep Listening

- True attention to detail
- Listen with Eyes
  - Maintaining eye-contact is key
- Be silent
  - Allow students to express their points
- Supporting Self-expression
  - Non-judgmental zone
  - Using the session as a safe place





# Building a Rapport

## **Establishing the Student's Trust**

- Creating a Supportive Environment
- Establishing a Safe Environment
- Active listening
  - *Did the student feel that impact?*
- Honesty
- Express Empathy
- Genuine
- Knowing the student's strengths, values, and interests are key factors

# Assessing Student Need

## **Identify need**

- Academic (responsibilities)
- Personal (social emotional)

## ***What challenges are they facing?***

- Time management
- Lack of support
- Having balance
- Major

## ***What resources are available?***

- Tutoring
- Learning Specialists
- Coaching Sessions

# Pulse Assessment

- *How are **you** today?*
- *Describe your stress level so far (1 lowest – 10 highest). What are you doing to manage your stress? Are coping mechanisms working?*
- *Are you currently anxious, overwhelmed, facing burnout?*
  - *If so, what steps are you taking to seek assistance?*
- *Have there been any negative patterns impacting your success?*
- *Are you facing concerns with social connectiveness?*
- *Do you feel supported at home, at school?*
  - *Who do you turn to for support?*
- *Have you become acclimated to campus life?*
  - *If not, how can I help you navigate?*

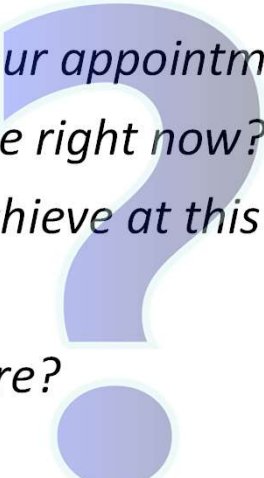
# Academic Assessment

- *Do you understand what is expected of you to attain good grades in your courses?*
- *Do you know which classes will have midterms, major projects, etc.?*
- *Have you attended any tutoring this semester? Do you need help signing up for tutoring?*
- *Do you know when your exams are? Major assignments?*
- *Are you meeting with your professor(s) during their virtual or in-person office hours?*
- *Do you have all the required textbooks for your classes?*
- *What academic challenges are you currently facing?*



# Powerful Questions

## Open Ended and Reflective

- *What's happened since we last spoke?*
  - *What do you hope to accomplish in our appointment today?*
  - *What do you see as the real challenge right now?*
  - *What is one key thing you want to achieve at this moment?*
  - *Can you tell me more about this?*
  - *What are some possible solutions here?*
  - *How can I help?*
- 

# Coach's Reflections

***Is following up with the student needed?***

- *If so...when? Now, later?*

***What else can be done to support the student, right now?***

- Connecting to resources

***For the strategies I used today, were they effective?***

- *What do I feel worked?*
- *What did not work?*

***Did I experience any barriers or gaps in my knowledge or understanding during the appointment?***

***Did I get stuck or struggle in providing a strategy?***

- *If so, what can I do to improve before our next appointment?*

# Critical Conversations

- Promoting Self-awareness
- Promoting Sense of Belonging
- Exploring Self-identity
- Growth Mindset
- High-Impact Practices

# Promoting Self-Awareness

## ***Do they know what they want to accomplish?***

- Self-reflection
- Are they Prepared
  - *Mentally?*
  - *Emotionally?*
- Help Student Identify
  - Strengths
  - Weaknesses
  - Goals



# Promoting Sense of Belonging

## **Social Activities**

- Organizations
- Religious Groups
- Sports Teams

## Connectiveness:

- Socially (campus)
- Personally (friends, family)

# Exploring Self-identity

## ***"Who Am I?"***

- In College vs. High School
- *Core Values-what's important to them?*
  - Behaviors
  - Decisions
  - Beliefs
- Interests and Hobbies
- Motivators
  - First-generation
  - Self-motivation
- Intentional
  - Making the Most out of the Experience

# Encourage High-Impact Practices



## Study Abroad



## Undergraduate Research

Assisting Professors with Research



## First-Year Seminar

Four-Week Intensive Summer Bridge Program



## Community -Based Learning

Working with Community Partners

# How We Help Students Develop a Growth Mindset

- To Provide a No-Judgement Zone
  - Discover Opportunities that Come from Challenges
- Help them Reach their Full Potential
  - Step Outside of their Comfort Zone
  - Perseverance



# Closing Questions

- *How was your appointment today?*
- *What topic did we not touch on today that you would have liked to?*
- *Was today's agenda successfully met?*
  - *Do you feel we left something out today?*
- *What are the next steps before we meet again?*

# Strength vs. Deficit Approach

## **Strength**

- Celebrate Wins
- Resilience
- Growth
- Adaptability
- Finding Solutions

## **Deficit**

- Low Expectations
- Helplessness
- Negative Outcomes
- Not Likely to Succeed

# In Conclusion

- It only takes one conversation to change someone's life!
- We Continue to Learn
  - Tweak Techniques
  - Reflect
- Focus on Intangibles
  - Positive Synergy
    - Effectively Connecting
  - Purpose/Intention
    - Sense of Direction (which way to go, preparation)

# References

- Kardash, M. (2020, May 26). *Holistic advising*. NACADA. Retrieved February 11, 2022, from <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Holistic-Advising.aspx>
- *Strengths vs. deficit based thinking guide*. The Varga Group. (2020, April 25). Retrieved February 11, 2022, from <https://thevargagroup.com/2020/04/25/strengths-vs-deficit-based-thinking-guide/>