

Shifting the vehicles that impact advising at-risk,
traditional, and students of color.



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From my mind to your mind with your mind in mind..

(personal communication)

Agenda

- The challenge.... From my mind to your mind with your mind in mind while *challenging* your mind.
- Remembering what is possible.
- Defining why you are here.... Advising? What is that anyway? What does it REALLY encompass?
- Let's keep it real.
- Yet another challenge of the mind.
- Let's feel great about what we do shall we?
- Question and answer time.

Just what DO you do anyway?



To encourage dreaming, we must understand the vehicle and how many gears we have to work with....

When is the last time YOU were challenged?

In the last two decades, counseling practitioners have become aware of the need to develop cross-cultural competence.
(Journal of Multicultural Counseling and Development, Vol. 31, 2003)

The at-risk student tends to be of lower socioeconomic status, lacking support, or one without hope and a path.
Race describes biological descent and is inherited. Ethnicity describes cultural heritage, and is therefore learned.

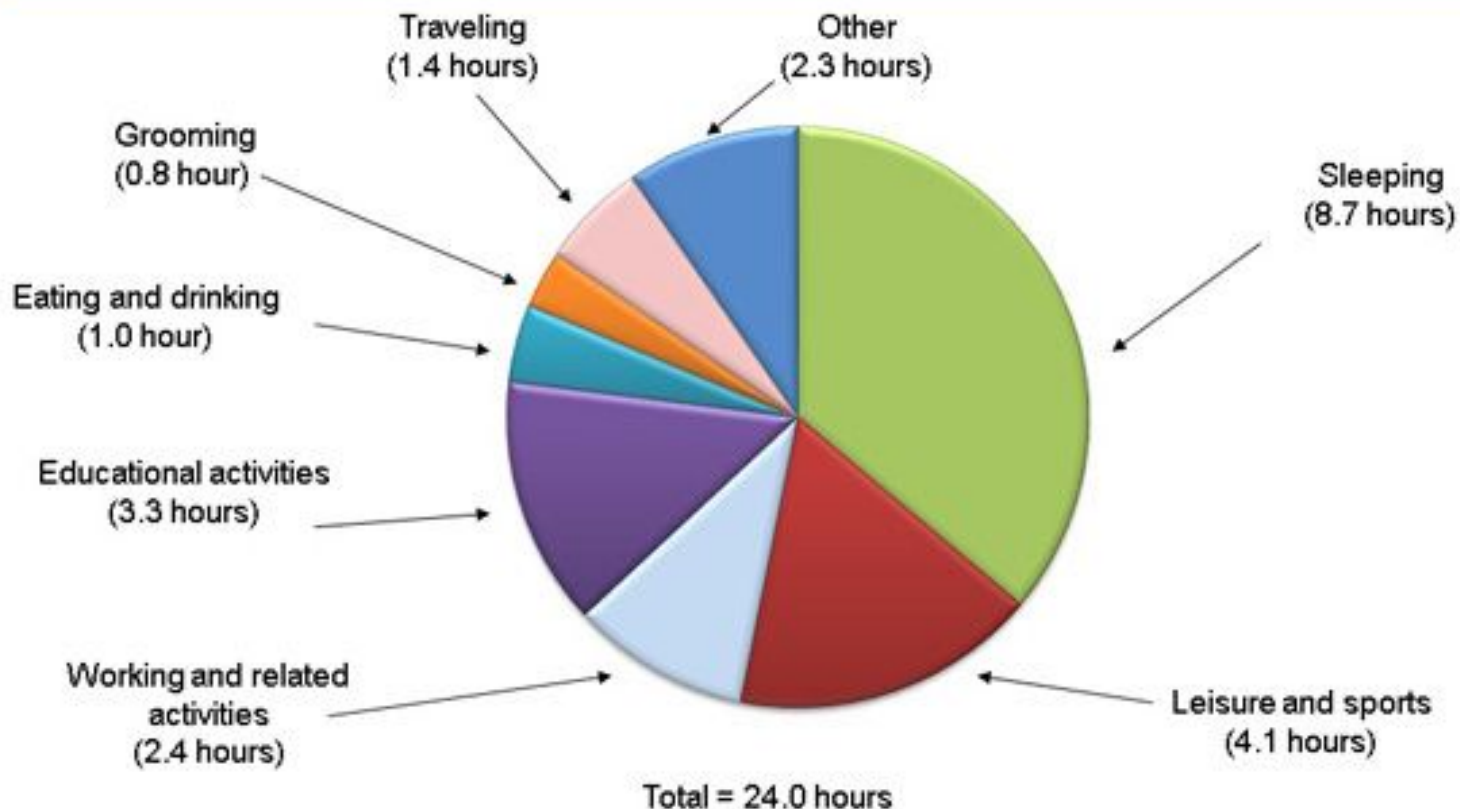


Do we automatically gravitate towards what is familiar? Innate or ?

Cross cultural trust: Assumption just because you are the expert?

This is the vehicle they drove from 2010-2014.

Time use on an average weekday for full-time university and college students



NOTE: Data include individuals, ages 15 to 49, who were enrolled full time at a university or college. Data include non-holiday weekdays and are averages for 2010-14.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

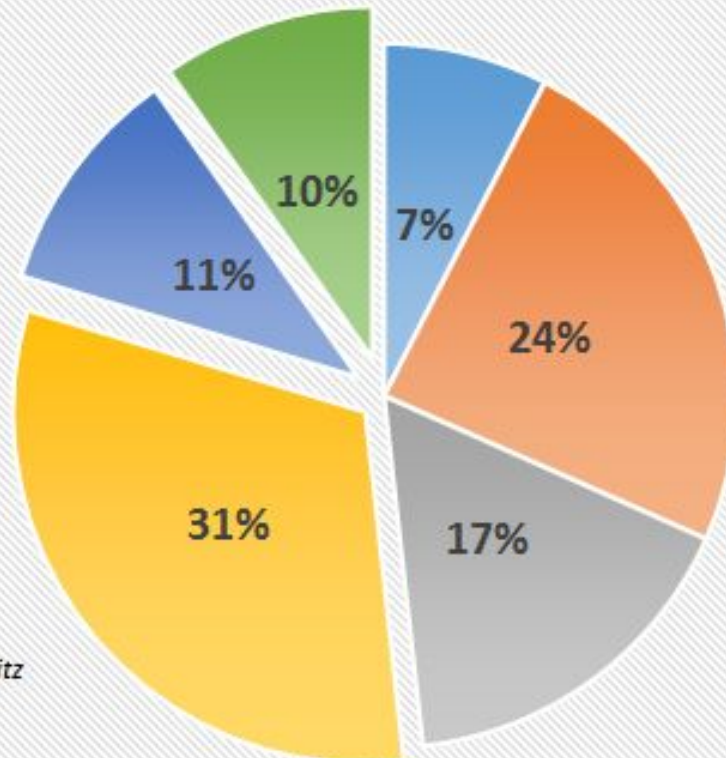
This is the type of vehicle and point of origin students drove...not too many drove a standard!

Highest Education Level for Parents of BMCC Students Spring 2015

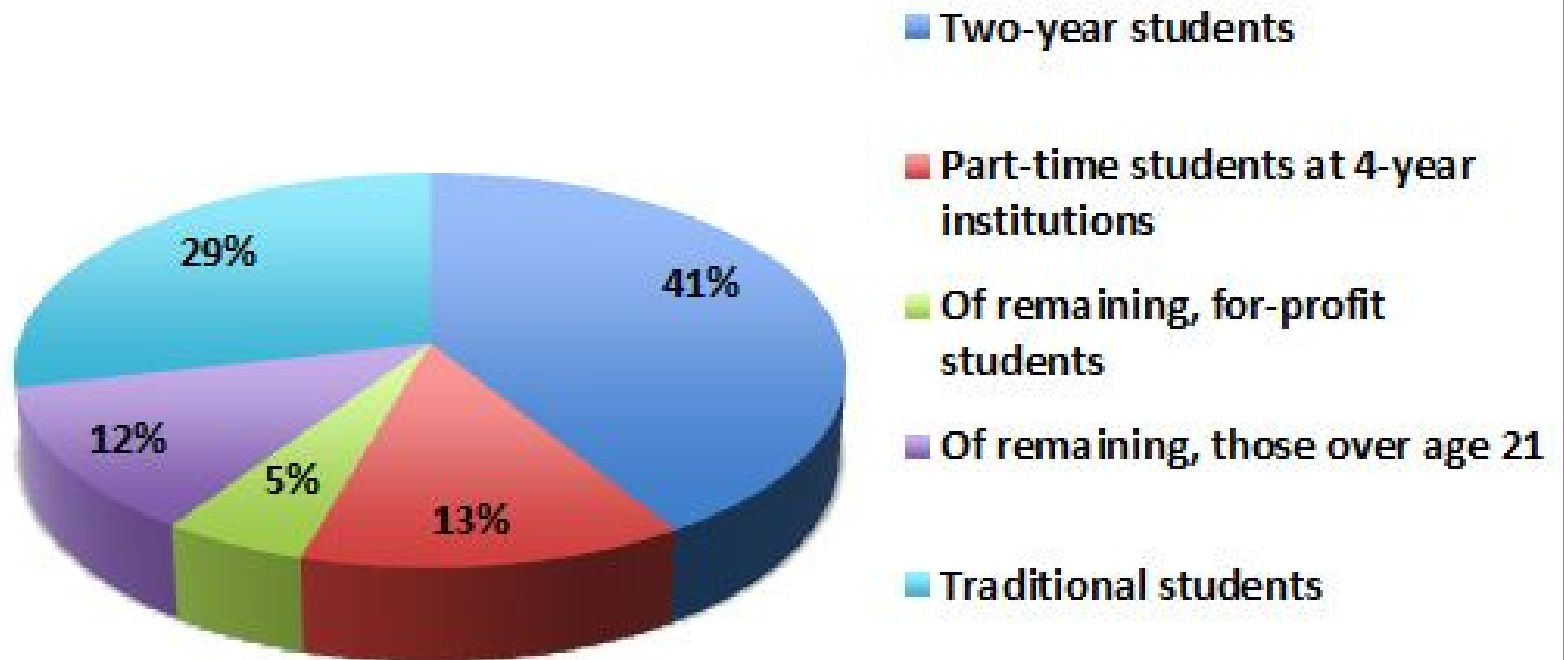
About 1/2 of the students are the "first generation" in their family to attend college.

- Post-graduate/Prof degree (MA, JD, PhD)
- College degree (Associate or Bachelor's)
- Some college but no degree
- High school diploma or GED
- Some high school but no diploma or GED
- 8th grade or less

Based on a sample of students responding to the Noel Levitz Student Satisfaction Inventory, between 47% and 56% of BMCC students have parents with no college experience.



Percentage of U.S. undergraduates who are traditional students



(Source: ACE – Higher Education Today blog – Data source: U.S. Department of Education, via WSJ Real Time Economics blog)

Students of color, first generation & those deemed at risk...the fallacy.
We live in a very judgmental society...what do you see when they arrive? How do they arrive (*what are they driving*). What does a traditional or first generation student look or act like?



Perceived barriers to academic success.....does the source matter?
Can you effectively battle social media?

Empowerment...

Is this a part of the language you
speak when in counsel?

Is your approach realistic? Just what is unrealistic? Does subjectivity/perspective influence counseling?



A little about who we are aiming to retain....students like me!

Activity....

“What I bring to the table is.....”

“What I bring to the table that positively impacts the world
is.....”

Do they match? Congratulations if they do!

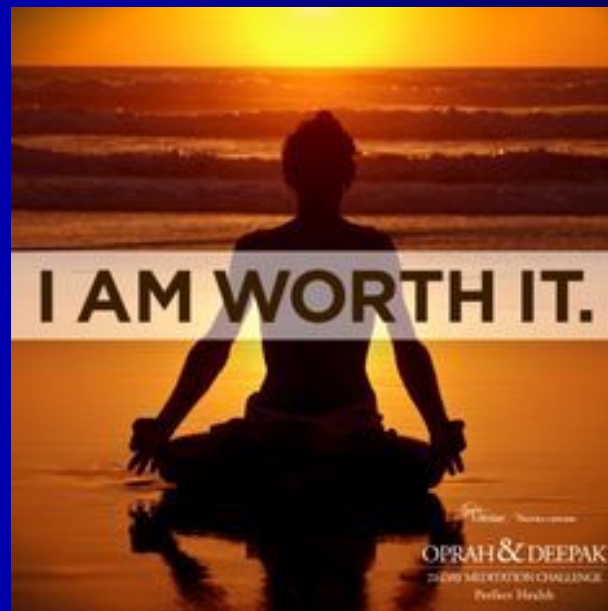
These paradigms are essential because they:

Promote intrinsic, extrinsic and professional growth.

Reach across cultural lines.

Improve perceived self-efficacy.

Positively impact the number one variable why students leave college; self worth.



Sociological variables that influence the conversations you have with first generation AND students of color.

Black children are much more likely than white children to be enrolled in low-quality day care. High-quality care environments have been shown to provide a lasting impact on the child's education...

Black students are more likely to be held back, despite mounting research showing that holding back children doesn't benefit them socially or academically and makes them more likely to drop out later on.

When all grade levels are combined, black students are nearly three times more likely to be held back as their white peers. They're also more likely to drop out before earning a high school diploma.

Credit: U.S. News & World Report.

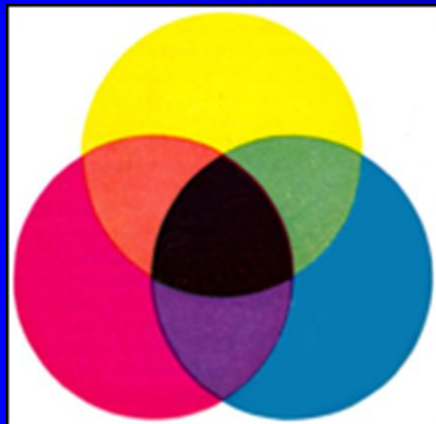
Stereotypes: Widespread generalizations and assumptions.





Does one have to assimilate in order to achieve? If not, how do students of color know? Are you comfortable with these conversations? If you are not, do you have access to someone who is?

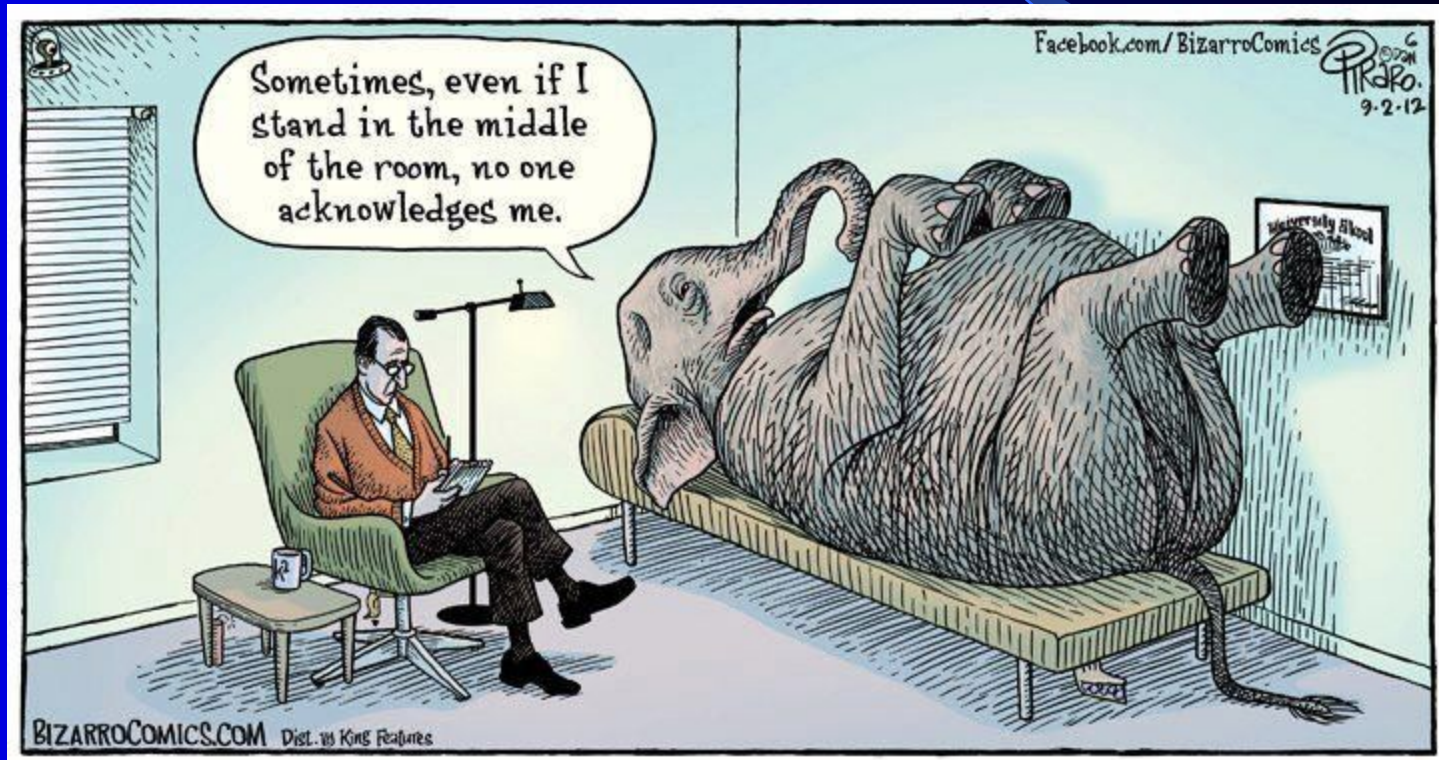
Ever been accused of abandoning your culture?



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Transparency w/o transference

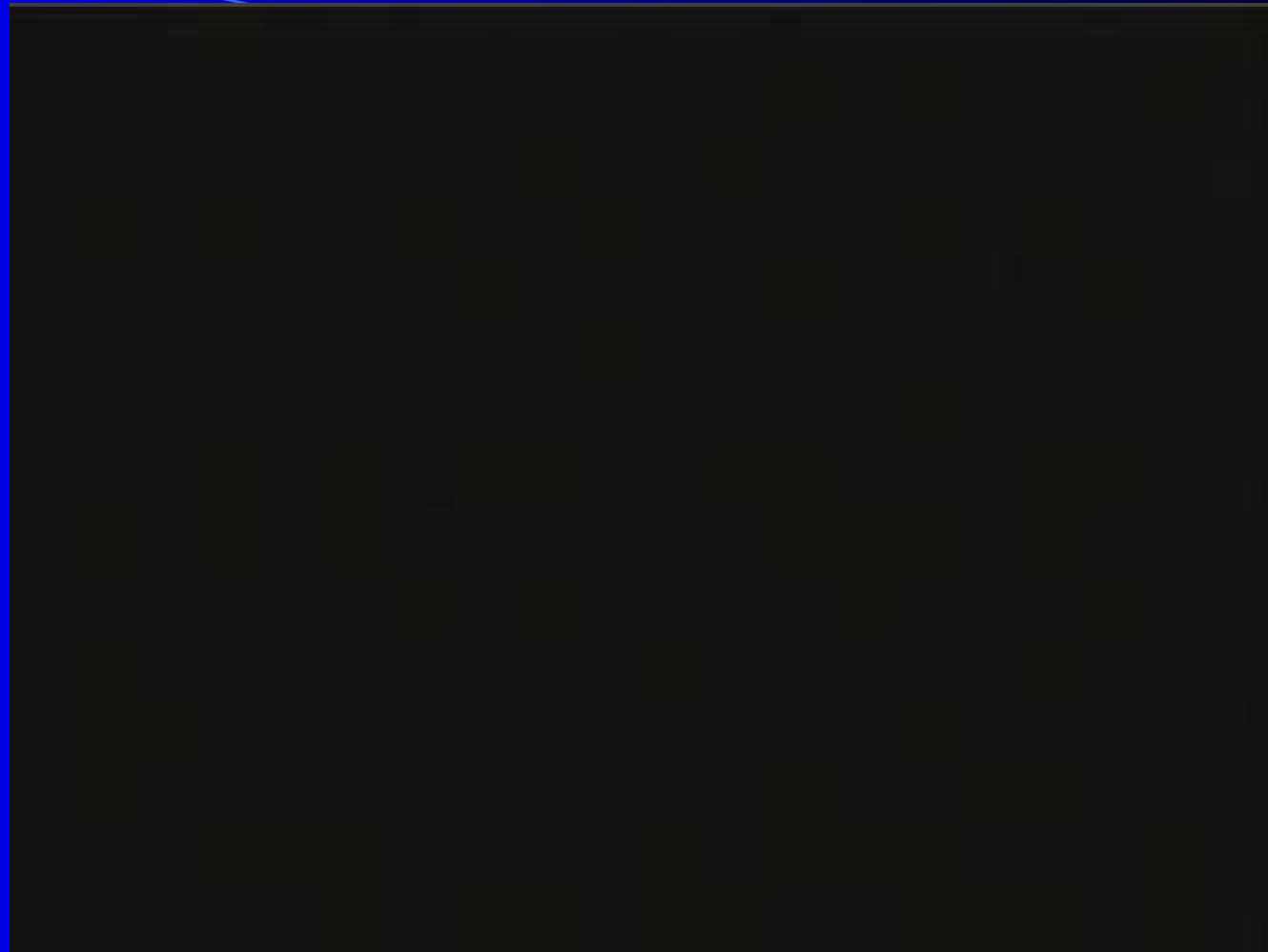
What is there to gain?



Do you avoid sensitive conversations? Do you think you are not busted?

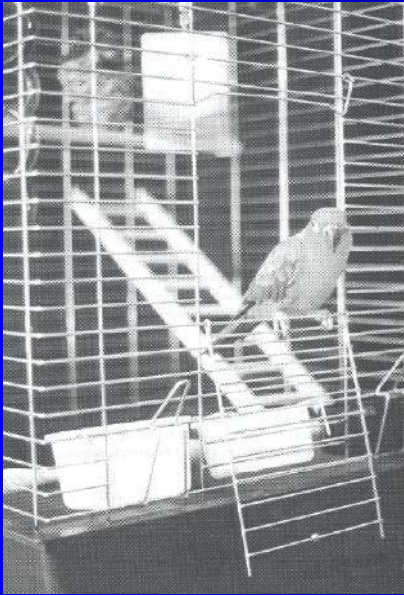
M&M: if they all taste the same, what color do you prefer? What happens when you don't experience what you anticipate?



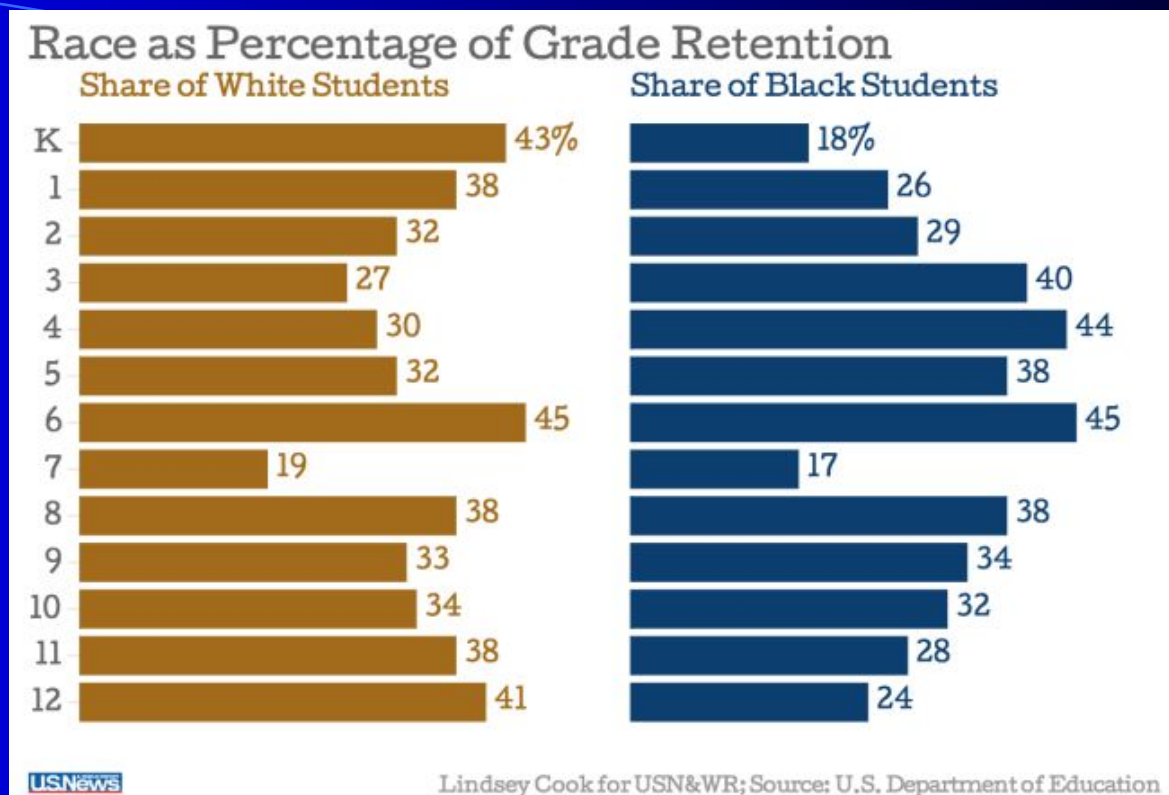


Yet another example of what can happen when our expectations are disrupted... Watch the guy on the right at the end of the commercial.

Learned Helplessness: A learned inability to overcome obstacles or to avoid punishment: learned passivity and inaction to aversive stimuli. LH can be a consequence when students perceive they did not get what they expected from advisement and other parts of the academic experience.



Tools to empower vs. enable: Do you possess them?



Critical periods are compromised in Kindergarten. Because of lower entry scores performance and motivation are compromised. Accompanied by ignorant parents and you have a recipe for retention disaster and loss of hope. If students are retained, they tend to remain from grades 3-9.

The 2nd critical period is 10th grade....college prep. This determines the cohort that brings us together today.

What is advising? I believe it's:

Personal

Academic

Professional

Civic

Tools....

Do you really measure your efficacy? Surveys lie.

Ever ask a student how YOU can make them feel comfortable?

Do you like food in the RIGHT place?

The *shared mentoring* twist that rotates.

Don't be afraid to keep it real with your colleagues....

If you are reaching out, be *strategic*... don't face the collective & do your homework.

Why? Impacts?

The academic toast is getting **browner** my friends.....

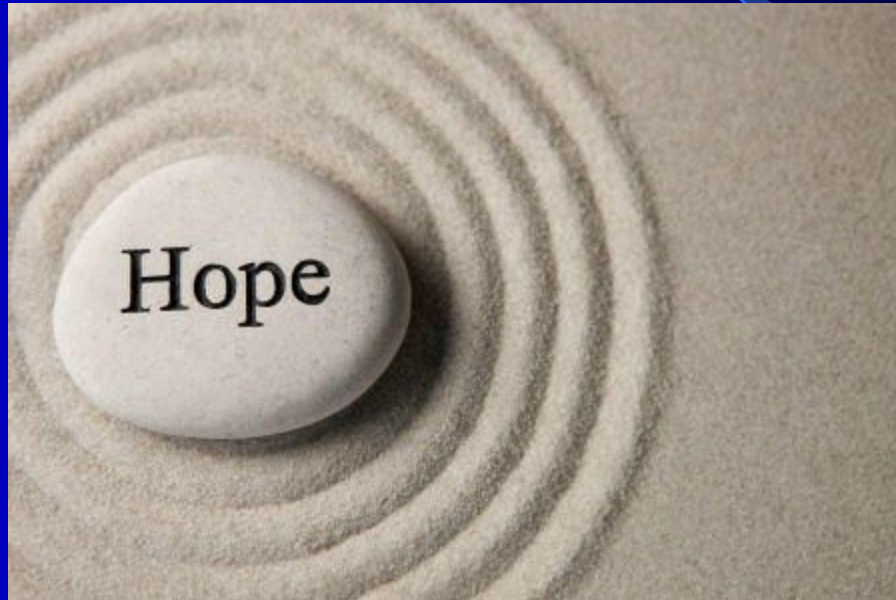
“As we approach 2017, there will be a dramatic shift in the ethnic composition of high school graduates. Enrollment is projected to increase 5 percent for Caucasian students, 39 percent for Hispanic students, 26 percent for African American students, and 26 percent for Asian/Pacific Islander students....Have you adapted your college student recruitment efforts to this demographic shift?”

University of Minnesota

“The University is committed to increasing the pool of underrepresented minorities eligible to participate as faculty, researchers, and leaders. The number of underrepresented minorities enrolling in graduate and professional programs at the University of Minnesota is, however, still comparatively small.”

We can pay now, pay more later, and possibly lose our own sustainability.

The Hope Paradigm



The role and power of validation

How do you like to be validated?

****Stick it to me****

Validation can be acquired with the masses
by shared mentorship.



We tend to *gravitate* towards that which is familiar

And now, The American Psychological Association!

*Effective student advising must be viewed and implemented as a long-term process.
It involves several critical components:*

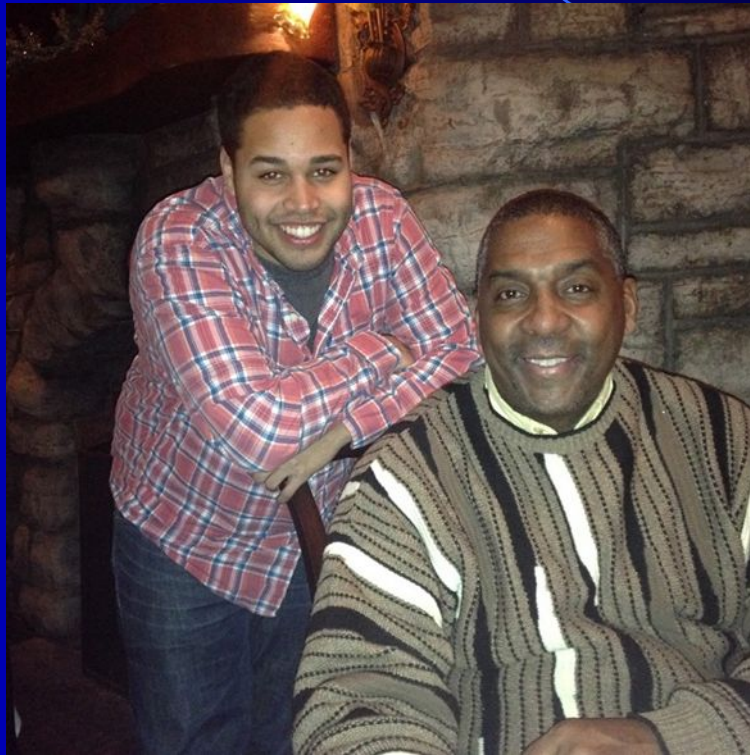
- A. Creating a supportive environment for ethnic minority student training and mentoring
- B. Having a committed faculty and appropriate training opportunities and resources
- C. Developing *creative* strategies...

****if you think short term, you may only retain me short term....****

Do you think I can't see your commitment through your staff?

One of the biggest insults to SOC is "I understand and we are committed..."

Kavon's Story



What do you need in order to advise me?

Emerging theme.....Gravitate gravitate gravitate....



40 % of blacks graduate from post-secondary environments. 60 % of Whites.

Trust

Knowing your audience can go a long way to gain respect (Asian decent).



“...remember what you did right.” Dr. Montgomery

Do you think this was a powerful moment?



The power of empathy in counseling...

I have awesome tools to share...(too centric?).

Collaborative brain swarming can be the departments tree that bears wonderful fruit. This approach is measureable and can have a positive correlation to departmental outcomes.



who is doing any of these on their campuses....

How are you measuring the impact?

Who is interpreting the data points; the relevant population or those who “understand”

Just what DO you do anyway?

Let us talk about your office, programs, and institutional commitment?

Frequency of “real time” professional development with an objective trainer of color?

Are there opportunities to discuss institutional advancement in relation to outreach?

Is your protocol empowering or enabling?



Diversity awareness or multicultural sensitivity programs to address the needs of the larger campus community and the community at large. This may include programs to engage on-campus students of color with the *larger community*.

Credit: Minnesota State Colleges and Universities.

Diversity is not limited to culture. It also involves first-generation students.

Maybe you should look through my lens

Taking time to look through their lens...

Empathy is the construct that can be manipulated.

Inquiry... the gift that keeps on giving.

Students who share their lens feel an immediate connection. Connections is retentions cousin.

You are already *doing it right*.....

Assessing students holistically...

Providing students with a sense of hope...maybe for the first time with students who are a *first*!

X-culturally providing and promoting a sense of security and you may not even know it.

Offering a sense of perspective in real time...this is new to so many....*target them*!

Trust enhancement: We gravitate towards familiarity...

Many of you have the courage.... *Someone* has to tell them about the pants et al.

Balance w/o compromise or assimilation.

Consistently discussing civic engagement and its consequences.

THANK YOU FOR WHAT YOU
DO!

LEARNING OUTCOMES RECAP:

- To learn how successful advising may positively impact recruitment, retention, and placement rates of students of color, those deemed at risk, and first generation students.
- To explore concepts that effectively retain students of color, those deemed at-risk, and first generation students.
- To explore how advising can and does impact the professional development of first generation and students of color.
- A new collaborative approach with the outside world.
- The incorporation of an objective student engaged review institutional outcomes. This ensures empowerment because students feel a part of the process vs. a consequence.



Any questions?