ACN Meeting Minutes: October 18, 2016

Members present: J. Anderson, Y. Castelllano, G. Cooper-Sperber, J. Cummins, R. Doss, C. Faurote, B. Hinshaw, M. Horvath, J. Maisells, J. Martin, T. Martin, M. Moore-Geissler, O. Navarro, C. Pahl, G. Pano, C. Parks, K. Parrish-Baker, S. Peek, R. Russell, S. Terry, A. Vansistine, C. Wolf

Total: 22

Student Support Services Karen Parrish Baker, Ph.D.

- Karen is the director of TRIO Student Support Services. She gave an overview of the program and explained changes and updates.
- **TRIO** is a program funded by the U.S. Department of Education. There are 2,834 TRIO programs in the U.S. serving 790,000 students. Wisconsin has 65 programs serving over 11,000 students.
- Demographics of students in TRIO: over 7,000 with disabilities, 6,000 are US veterans, 37% are White/Caucasian, 35% are African-American, 19% are Hispanic, 4% are Native American, and 4% are Asian-American.
- One of every five TRIO students in Wisconsin is served at UWM.
- TRIO programs are a very diverse group of programs that serve diverse populations.
- The idea behind the TRIO programs is to help students understand the importance of college education and prepare them for college. The McNair program assists students in transitioning from college to the workplace.
- UWM has seven TRIO programs: Educational Talent Search, Upward Bound, Upward Bound Math and Science, Educational Opportunity Center, Veterans Upward Bound, Student Support Services, and McNair Scholars Post-baccalaureate program.   UWM serves around 2,300 TRIO students per year with over $2 million in funds.
- TRIO programs here are not a recruitment tool for UWM. However, since high school students in the pre-college programs come to UWM and see what this campus has to offer, they might choose UWM.

Student Support Services (SSS) history

- First funded in 1970

- SSS goes through a five-year cycle where they have to reapply for funding. Current cycle: 2015-2020. The program was awarded $1.55 million to work with students during those five years.
- Who are the students served by SSS? What are the criteria they have to meet?
    - Two-thirds have to be first generation and low income—they have to meet those two criteria. The other one-third are first generation, low income, or students with a documented disability.
    - Typically the program has 120 new students and 130 continuing.
- Typically the program administrators review admitted first generation undecided students in Letters and Sciences and non-Bridge AOC students to see who might be eligible. They then send the students an application and determine which students fit into the 2/3 and 1/3 populations.
- In 2013, for example, at least 50% of new UWM freshmen were eligible for SSS.
- When students are admitted to a particular school and affiliated with SSS, it's like a "dual citizenship"; the student is still counted as a student of the Lubar School, for example, even if the student is also an SSS participant. The main difference is that if a student is in SSS, one of the SSS advisors is the primary advisor for that student on PAWS, and the secondary advisor is in their school or college.
- Therefore, schools and colleges don't lose anything. SSS advisors are an additional resource to work with students who need a little more attention at the beginning of their college careers.
- SSS and school and college advisors all have the same goal—to work with students, give them support, make sure they use resources, and encourage them to be successful in college.
- The staff in the SSS program are as diverse as the students they serve, so the students have an opportunity to get to meet people like them who have faced similar challenges and succeeded.
- They mainly focus on freshmen; however, if space is available, they will consider transfer students who are at the beginning of their career as well.
- **Three main objectives of the SS program:** Persistence, good academic standing, and graduation rate.
    - Persistence: The goal is to have a 70% retention rate between freshman and sophomore year.
    - Good Academic Standing: 70% of all participants will meet the performance level needed to meet good academic standing.
    - Graduation rate: 20% of new participants will graduate within 6 years.
- SSS administrators have to report on these goals; they are written into the grant.

- It's important that SSS has good relationships with all of the schools and colleges and other programs, so the program can meet these goals.
- Once a student has met the requirements for the program he/she is interested in, then the student will be transferred to that school and college.
- The graduation rate goal may seem low—only 20%--but part of the issue is that this program works with students in their first 3 to 4 semesters only, so SSS does not have a direct influence on their graduation rates after that.

Services Available Through SSS

- What sets SSS apart is proactive academic advising. The staff doesn't wait for students to come to them; they go out to the student. Advisors meet twice a month with students to develop relationships where they get to know the students and their goals and concerns and share resources that can help with issues. SSS advisors want to have an ongoing dialogue with the students to help them on their way.
- Students have access to a computer lab with free printing
- SSS staff promote educational and cultural activities.
- SSS offers a 4-week summer bridge program, which is optional (not all students can take the time off work to do it), but students are strongly encouraged to do it.
- Supplemental grant funding is available to freshmen or sophomores who are in good academic standing, received Pell grants, and have unmet financial needs and/or loans.
- A laptop loan program is also available; they have Mac and PC laptops.

SSS Program Outcomes

- In the 2013-2014 academic year, SSS hit all three goals (74% persistence rate, 73% in good standing, 20% hit 6-year grad rate).
- In the 2014-15 academic year, SSS exceeded goals one and two, but didn't quite meet goal three. (76% persistence, 80% in good standing, 19% 6-year grad rate)
- Dr. Baker believes the graduation rate will improve next year because there are more students in the pipeline and in good academic standing so they are likely to persist and graduate.
- Currently the majority of SSS students are in AOC and Letters and Sciences, but there are SSS students in almost every school and college in UWM. (See slide 8 on the presentation, which is available on the ACN website)

Campus partners that help SSS:

- Admissions helps SSS identify students who are first generation and undecided.

- o Financial Aid works closely with SSS students to make sure they get the aid they need. SSS can supplement the aid if there are unmet needs.
  - o Student Success Center offers mentoring, supplemental instruction, and learning communities.
  - o The Testing Center helps with placement testing. Students can re-test after the summer bridge program to see if they can move up in math.
  - o PASS offers tutoring.
  - o AOC allows SSS students to use their computer lab.
  - o The Writing Center offers tutoring.
  - o The Academic Resource Center aids students with disabilities who need additional support and VISA accommodations
  - o Assessment and Institutional Research helps SSS gather information on numbers and outcomes.
  - o SSS is also working with CPARC to reach out to students and make them aware of the Career Cruising program. When students are unsure of what they want to do upon graduation, the uncertainty undermines their sense of belonging and persistence.
- SSS student staff—SSS tries to hire students who have come through the program so they can speak from personal experience about program. Currently, five out of the six student workers have been or are in the program.
- **Question: Could you review again how you select students?**
- **Answer:** As students get admitted, on their application they indicate whether they are first generation and undecided. SSS focuses on students admitted as undecided students in Letters and Sciences and non-bridge required students admitted to the AOC by agreement with those areas.
- **Admittance into SSS, however, is not limited to those students.** Students can still apply to be part of SSS as long as they are still freshmen. Therefore, continuing freshmen could be admitted into the program. SSS is currently short on numbers, and the SSS staff is planning to contact new students and transfer students admitted for spring to give them the opportunity to participate in program.
- Dr. Russell noted all of the SSS students now are also considered AOC students since the program reports to her; SSS can't actively recruit students before they have been admitted. SSS has been extending invitations to students across campus.
- **Comment from audience member:** The audience member was an SSS alum from Marquette, and she wanted to say that she was thankful for the SSS and TRIO programs. They were very helpful.

- **Question: Do students in SSS get information on how to adapt to the academic expectations of being a college student? Skills such as time management, proper email etiquette, etc.?**
- **Answer:** The grant proposal requires SSS students to take a study skills course. Dr. Baker can't speak to how that course is set up currently; it is run through the Educational Psychology department. When it was taught out of AOC, the course instructors spent time talking about cognitive and non-cognitive skills as well as time management and the expectations of being a college student. The courses for SSS students now are Ed Psy 104 in fall and Ed Psy 105 in spring.
- **Question: If I was an advisor and had a student who would be a good fit for this program, what should I do?**
- Go to the SSS website and download the application and eligibility forms. You also can contact Dr. Karen Parrish Baker at bakerkp@uwm.edu. The SSS office is located in Mitchell 135.

Military to Civilian Transition: Sarah Terry

- Sarah Terry is the assistant director of campus engagement for the Military and Veterans Resource Center (MAVRC).
- She wanted to talk about advocating for and supporting military and veteran students. She also wanted to give some background on these students and the services MAVRC provides.
- There are at least 1,400 military-connected students on campus. Most are veterans that are disconnected from the military now, but some are active duty. Some students are family members or dependents of military members or veterans.
- About 1/5 are female—which is close to the proportional representation of females in the armed services currently.
- The majority are undergraduates. Roughly 200 are in grad programs.
- Most have been connected to the military for a long time—some for 10 plus years. Over half are over 30 years old.
- MAVRC opened in 2012, and this is the third year being fulling staffed.
- **The primary goal of MAVRC** is to work with military and veteran students to successfully transition them into the academic and civilian environment and then out of that environment and into their after-college plans.

Military to Civilian Transition

- Characteristics of military life

- o Have very specific job duties and responsibilities with very detailed training and reference manuals.
  - o Have strict schedules, steady shifts.
  - o Have hierarchy, chain of command. Have a particular supervisor for point of contact.
  - o Often they live on or near military bases, so people they work with are also those people they socialize with. Often they move around with the same people. Those coworkers are their social support and professional networks. They become accustomed to that.
  - o Certain limitations of resources—so they are taught to be strong and self-reliant.
  - o There are a lot of inherent dangers in military life, so they are taught to be hypervigilant about what is going on in their surroundings. (See powerpoint on ACN website for complete list of characteristics).
- Characteristics of civilian world:
  - o At UWM, many of them are out of the military and enrolling in school right away—they can be separated and start at UWM within one to two weeks.
  - o Civilian world offers lots of freedom: can join social groups, go full-time, go part-time; there are so many different ways to get to know people.
  - o Freedom is nice, but it can also be overwhelming after an environment in which they were told how to live (down to their clothes, hair, etc.)
  - o Also, when they come out of the military, they are confused by the structure here at UWM. When they are used to having single point of contact, they are confused by how many resources they need to access. Advisors, PASS, financial aid, MAVRC, etc. are lots of points of contact. Often times they feel like maybe someone is messing with them—that there is a system, but they just don't know about it. We have to show them that there is a clear structure—it's just a different structure.
  - o We have to build rapport, so they trust us and can see the structure.
  - o At UWM, they are pulled away from their network of friends and coworkers. Students here were usually were not based in WI. Some of them are alone; some have family or friends here but were separated from them for quite some time. They have to rebuild relationships again, or, if they don't know anyone, they have to start from scratch.
  - o Resources were tight in the military, so now they feel hesitant in using campus resources. Don't want to use resources that are out there in case there are others that need those resources more. Trained to be self-reliant.
  - o See powerpoint on ACN website for complete list of characteristics.
- MAVRC's Four Main Goals:

1. First-stop shop for information referrals: connect students with different resources across campus and in the local community, including educational support, academic support, financial aid, health care, etc.
2. Provide campus education on military culture and experience—Sarah does different presentations for groups across campus. There is also an online training that staff can take.
3. Provide a dedicated space for military and veterans to come in and relax and talk to people who have done similar things. It's comforting for them to meet others who have gone through the same things they have. MAVRC tried to set up a more formal mentoring program, but it's hard to get them to commit to that. The staff found that more informal mentoring is happening constantly in the office.
4. Provide comprehensive career development support services. Provide career workshops and one-on-one work with resumes. MAVRC is also building a corporate networking program to develop internships. Also works with CPARC, Vet Success, and Corporate Partner programs.

- There is also a wide variety of programs to help students adjust to campus or help the campus community learn more about veterans. (See powerpoint on ACN website for complete list of programs).
- MAVRC just held Veterans Week programming in November.
- This spring, the UW system purchased access to the KOGNITO program so faculty and staff can go on and create a log-in account and complete the program. The program is an interactive training program using examples of veterans who express challenges and how you would go about helping those veterans.
- Includes helpful resources and a tips sheet on how to get to know and support veterans.
- To access program, go to: kognito.com/uws, create a new account, follow the on-screen instructions, choose your course, and click "LAUNCH"
- For custom presentations using this online training, you can contact Sarah Terry at tarah@uwm.edu. See the powerpoint slide for full contact information on MAVRC.

Campus Community Reports

- **Enhancing Advising Committee (Brian Hinshaw):** EAC has been doing a lot of info sharing at the meetings. There have been changes on campus regarding advising, so the committee is making sure that reps from schools and colleges are sharing what they know. EAC is also moving documents from One-drive to

Sharepoint. Sharepoint will have the tools to host a contact list for advisors. Sharepoint will allow them to keep an active rather than static list that can be edited by members in real time.

- **Career Planning and Resource Center (Kamara Jackson):** CPARC is opening registration for spring career fair. Trying to focus more on discipline-focused career fairs. They have organized fairs for Health Professions, Humanities and Social Science, Engineering, and Secondary Education Career Fair.
  - o If you have a relationship with employers, particularly in the area of Humanities, please share with CPARC, so they can connect the employers with students. Want to find opportunities for internships for these students.
  - o CPARC is looking to launch a job shadowing program. If you have someone willing to take someone on for one day, contact CPARC.
  - o Thank you for supporting CPARC's efforts and for donating to the Career Closet. If you have items that you aren't using anymore, please donate them.
- **Athletics (Clare Faurote):** Athletic forms are due by Dec. 15. Contact Athletics if you have questions.
- **Center for International Education (Christine Wolf):** November is international education month at UWM. The center has events going on all month long that focus on international themes.
- **Registrar's Office (Brian Hinshaw):** Spring enrollment is underway. If you are working with students who believe that they should have a priority enrollment appointment and don't have one, please refer them to the office that would grant them that appointment rather than to the Registrar—they need approval from that office (ARC, Athletics, Honors, etc.)
- **LGBT Resource Center (Jeanette Martin):** Trans Day of Remembrance will be held in Greene Hall from 7 to 10 pm on Nov. 17. The Great American Smoke Out is happening on Wednesday, Nov. 16. It's a day in which you can support one person in quitting for 24 hours.
- Any student post-election who is need of a safe space can go to the LGBT Resource Center, Women's Resource Center, or the Roberto Hernandez Center. They have seen an increase in students who are coming into the center.
- **Accessibility Resource Center (Jason Anderson):** As of July, they are making the transition to centralized coordination for interpreter services and support services. ARC staff will process these requests. For more information, email Jason at Anders96@uwm.edu.
- **Multicultural Network (Gary Cooper-Sperber):** Gary is the chair of this network. They have seen an increase in the number of students reporting

incidents. He reiterated that you should send students to the various resource centers if they need a safe space.

- **Graduate School (Chris Parks):** Thank you for encouraging students to come to the Open House. Had 740 registered and 580 attend, which is an increase from last year. They are gearing up to receive applications and hoping that the new application system will work well. They are customizing it as much as possible for each program while still making it a one-stop shop for all applicants.

Next ACN Meeting: ACN Holiday Social, Tuesday, Dec. 20, from 8:30 a.m. to 10 a.m. in Union 191. Hope to see you there! See attached flyer for more information.