

ACN Meeting: November 19, 2015

Members present: M. Camacho, N. Claas, C. Clark, E. Cobb, S. Coban, S. Conway, G. Cooper-Sperber, J. Cummins, T. Danner, T. Deutsch, G. Dorantes, C. Faurote, N. Heinen, T. Jeske, M. Knasinski, A. Lopez, O. Navarro, C. Pahl, C. Parks, P. Schoessling, S. Terry, Aaria Troiano, Allegra Troiano, M. White, B. Williams, C. Wolf, J. Zabel

Total: 28

Community Engagement and Education (CEED): Aaria Troiano and Raji Swaminathan

- The Department of Educational Policy and Community Studies in the School of Education is offering a bachelor's degree in Community Engagement and Education (CEED) and has a master's and a doctoral program as well.
- The department has **two SPRING 2016 course offerings that meet GER requirements:** ED POL 113 The Milwaukee Community (GER SS) and ED POL 460 The Chicano Experience (GER HU & CD). (Other GER courses include ED POL 560 and ED POL 625.)
- They also have some late-starting options.
 - **Students can receive credit for community service.** Students can enroll in ED POL 202 Community Service Volunteer for 1 to 6 credits. Students can start late in this course, but with late start they are limited to 3 credits. Class does not involve tests.
 - **Two other late-starting options for SPRING 2016:** Ed Pol 112 Intro to Community Education and Ed Pol 375 Cultural Foundations of Education.
- Department also offers an **18-credit minor**. Includes Ed Pol 112, 114, and any 12 credits of upper division Educational Policy courses.
- The Department of Educational Policy and Community Studies (ED POL) offers a **BS degree program in Community Engagement and Education (CEED)**. The CEED major can also be completed with 4 *optional* sub-majors: 1. Community-based Organizations, 2. Community Leadership, 3. Community Organizing, 4. Child Care
- ED POL also offers the following certificates at the Undergraduate level:
 - Community-based Organizations
 - Community Leadership
 - Community Organizing
 - Youth Work.
 - **These can be completed as part of any degree program, or** free-standing for students who already have earned a Bachelors degree.
- In addition, ED POL offers a Graduate level certificate: Certificate in Educational Policy.
- Offering Summer courses as well.
- **Highlights of the major** in Community Engagement in Education (CEED):
 - 120 credits

- Students get credit for prior experience. One class is run in this manner: Each week students are given a topic and write an essay on that topic and their experience with it. For each essay that merits at least a C, the student receives 3 credits.
- With 14 topics, students have a chance to earn a total of 42 credits.
- In this way, the department has opened its doors to people who have experience in the community.
- Students in the department are typically non-traditional, which is why a prior-experience course is so relevant.
- The major has 45 elective credits, so they can put their experience to good use by using it to earn the elective credits.

International Education: Cross-Cultural Communication: Sarah Coban and Jennifer “J-Z” Zabel

- Sarah Coban introduced herself as one of two immigration advisors and the advisor for the Saudi Arabian Cultural Mission (SACM)
- Jennifer Zabel introduced herself as SEVIS coordinator; involved with technology project management, not usually directly advising students – only advises in the area of health insurance for international students.
- Attended conference for the National Association of Foreign Student Advisors (NAFSA) and attended session on communicating with foreign students. Wanted to share what they know from experience and what they learned and dispel some myths.
- Students may be better at speaking than writing or better at writing than speaking; professors may think a student is cheating when he/she can't communicate well but turns in a well written paper. Or may think a student is lazy when he/she can't write well but communicates well in English.
- Students take TOEFL or IELTS to be admitted; these exams test their reading, writing, speaking, and listening. Students tend to either be strong in speaking and listening OR in reading and writing. Students from Asian countries typically are stronger in reading and writing. It has to do with how they are taught.
- Middle Eastern countries tend to have more speaking and listening practice but struggle in reading and writing.
- Please direct students through the ESL sequence.
- Coban is also the liaison for bridge program, which is a program that transitions students from dual to full time admission. It's important to keep students in the ESL writing sequence after full-time admission. In the long run they perform better and get out faster.
- TIPS on working with international students:
 - TIP ONE: Speak slowly and check a student's understanding of what you are saying.
 - TIP TWO: Be very clear in defining terms. Define the names of offices. For example, the Bursar's Office and Registrar's Office are not names that people would know if not familiar with college campus.
 - TIP THREE: Avoid talking in short hand, jargon, or slang.

- TIP FOUR: Give a handout whenever possible. Ensure that they leave with something they can take and read at their own leisure. Even if a student understands, he/she still may forget and is still taking in quite a bit of information.
- TIP FOUR: Give them a list of next steps OR have them write list before they leave.
- TIP FIVE: Students can use cell phones to take pictures of powerpoints. Encourage that so they can recall info
- TIP SIX: Nonverbal signs that a student is listening are culturally based. Indian students may sway their heads to show they are listening. Other students may not look you in the eye, recognizing you as an authority figure. Also, nodding may mean “I am listening” but doesn’t always mean “I understand.” If you are not sure a student understands, ask them to repeat back to you what you just said.
- TIP SEVEN: Sometimes, as a female advisor, Coban recognizes that some students might not see her word as the final say on the matter. They want another opinion. It’s really common for students to shop around to different advisors. Typically they have one person send out an email and say this student will be asking others; please send them back to the person they are working with.
- TIP EIGHT: Sometimes face-to-face may be better if a student is not understanding via email.
- Sarah Coban: We are here as a resource. We can help you if you run into issues. The international student population continues to grow. Don’t hesitate to work with us.
- Can also contact Allegra Troiano in the ESL program if you have students who are struggling and haven’t gone through the ESL sequence. They can find the class that best fits the student.
- JZ: **PAWS will have a new service indicator this fall – ISO** – to mark a student who has attended the international student orientation.
- Kingdom of Saudi Arabia recently selected a new king, and he has changed the Scholarship program. Sarah Coban wants to work on a concrete communication plan that will work across all schools and colleges. Contact her if you want to be part of the working group for that plan.

Understanding the Student Populations You’re Working With: Gaby Dorantes and Olivia Navarro

- Dorantes and Navarro are advisors in Roberto Hernandez Center. Work with all undergrad Latino students on campus: 1,800 students. Help them from time admitted to graduation.
- Latino retention rate is low nationally and at UWM. They are tasked with the initiative to work on the retention rate at UWM.
- Their director tasked them to find data about students, so they could plan programs based on data. They worked on one research question per week over the summer and presented findings every week to the director. He recommended presenting their information to Phyllis King, and Phyllis King recommended that they present to ACN.
- Olivia Navarro: Looked at those who were on probation. 23 of 380 assigned to her were dropped, and 18 were on probation. Wanted to see if high school performance may have indicated how successful they would be in college. High School GPA for those on probation was 2.75; for those not on probation it was 2.73. Not much difference. Looked at ACT: average for those on probation was 18; for those in good standing it was 19.7. Slight difference.

However, they had to factor in ESL, since for many of their students, English is a second language, and that may affect ACT performance.

- Looked at MATC performance since many transfer from MATC: Does coming from MATC predict success? At MATC the average GPA for their transfer students was 2.6, and at UWM 2.2. She determined that going to a two-year college first may not necessarily make them more successful at UWM. Also, she determined that they have to advise students to make sure credits transfer if the student wants to go to MATC when they are dropped. For their students, an average of 59% of their credits transferred from MATC to UWM.
- Gaby Dorantes examined the ethnic and racial breakdown of students. Wanted to go beyond academics to see what factors are also causing students difficulty. Examined how many have a financial hold that is preventing them from enrolling in the next semester or changing courses in which they are already enrolled. Out of the 1,700 Latino undergrads on campus, 393 ended spring semesters with a financial hold (23%). If they haven't enrolled already for fall, they can't enroll (and many students wait until summer to enroll.)
- Chose 30 students at random from the 393. Checked the average dollar amount of hold was \$1,195. (Smallest--\$18, largest \$5000). In August, the average went up because the ones with smaller holds paid.
- As of Nov. 2015, 18, or 60%, of the 30 students sampled are enrolled. 17 of those are debt free; 1 student still owes. Of the remaining 12 students who are NOT enrolled, 7 still owe money, and the average hold of those is \$2,000.
- If a student owes money, he or she can't transfer because they can't access a transcript if they owe money. Therefore, students are dropping and not returning because they owe money.
- The PALM (Promoting Academics in Latino Milwaukee) event and scholarship fund has been a way to address this issue. They have one main event but also work to raise money year round. All of the money is kept as an endowment. A percentage is distributed in the form of emergency grants. Small amounts can make a big difference if it means removing a hold or paying for students' books.

NCAA Academic Requirements, Tiffany Martin and Jessica Kumke

- Jessica Kumke is the assistant director for NCAA compliance; part of her responsibilities is educating those on campus about the NCAA rules. She gave an overview of rules. If people have questions, they can address them to her. Some basics:
 - Progress Toward Degree: (PTD) This rule deals with credit hours and GPA; students need to complete a certain percentage of the degree and reach a GPA each year. Students have five years to complete the degree and must be enrolled full time to function as a student athlete. There are some options for waivers if issues occur.
 - Credit hour requirement: Students have to earn at minimum 6 hours every semester, 18 over an entire year, and 24 hours in first year.
 - Percentage of completion requirement: 40% of the degree has to be completed by the third year; when entering year 4, 60% needs to have been completed; when entering year 5, 80% needs to have been completed. The credit hours earned divided by minimum hours required = percentage toward completing degree.

- Question: If a student needs ESL, would they require a waiver? Yes, but as long as they can show they are working on making progress toward a degree, that can go a long way.
- During the first two years, the credit hours can be any hours – they don't have to be degree applicable.
- Hours toward a minor cannot count. The NCAA, however, may be changing that.
- Double majors within one degree: NCAA gives us a choice. We can either find what it takes to do both majors and use that to calculate the percentage, or we can choose one major and use that to calculate.
- Two separate degrees: the student has to pick one.
- Changing majors: Sometimes we will keep students in a certain major to certify them before we switch them to a new major. The NCAA doesn't care which one we choose.
- GPA requirements: By the end of the first year, a student needs to have 90% of the GPA needed to graduate; year 2: 95%; year 3: 100%. That means they can be on probation in their first year. That's why we don't tend to go by these rules.

Announcements:

Centers and Committees

Enhancing Advising Committee (Jen Hayes)

- 1) After the last ACN meeting, it was brought to our attention that there may be confusion about when a student may NEED a late add for financial aid or housing purposes. EAC received accurate updates at our meeting last week from Financial Aid and Housing. Those notes should be shared in schools/colleges from each respective representative (with the EAC minutes).
- 2) Advisor Reading group update: This group will not be meeting on an ongoing basis but rather will be rolled into professional development opportunities in the future.
- 3) Unconference notes are in process of review, and the EAC plans to utilize the input from all the Unconference participants in the context of the current UWM climate to continue our work in regard to advancing the practice of advising on our campus. EAC plans to work collaboratively and in tandem with the many advising-related initiatives on campus to work toward not only raising the profile of advising, but also to streamline the work of the multiple groups.

ASLAC (TJ Jeske)

- This committee is working on making appeals for late adds and drops consistent across schools and colleges.
- The committee also discussed how the Academic Recovery Seminar is linked to Ed Psych 105. Each school and college will encourage students to enroll in Ed Psych or in the professional course of their school.
- SSC campaigns – no decisions have been made. The committee is still deciding on which campaigns are valuable.

Student Success Center (Kelsey Stockton)

- Employment positions are active, so people can nominate students for orientation leaders, peer mentors, etc. Spring orientation registration is now active. Jan. 14 is the NSO date and Jan. 15 is for those students 21 or older. Placement testing info is going out.

Center for International Education (Christine Wolf)

- Ambassador came on Nov. 19. Did a brown bag lunch gathering in the union and gave a talk in the library about careers in the State Department.

PASS

- PASS will have a schedule for final exam reviews by Dec. 3. Net Tutor – online tutoring – is available over the Thanksgiving Holiday (and the rest of the semester). The student should email PASS to find out how to use it.

General Announcements

Graduate School (Chris Parks): attendance at the grad school open house was up 9%

Health Sciences (Joel Spiess): Griselda Estrada is no longer with HS. Tory has taken on an advising caseload. Check the HS website for directing specific advisors.

Center for Latin American and Caribbean Studies (Tom Danner): It's international education month, and they are holding an info session on foreign language and area studies fellowships. Also, their 50th anniversary celebration will be held on Dec. 3: will include poetry reading, dance performance, etc. Supported by RHC, L & S, and Collectivo coffee. See website for more details:

<http://www4.uwm.edu/clacs/50anniversary/index.cfm>

Math: Similar to last year, **if students fail Math 94 or 98, they can enroll in a Winter workshop for \$50** to pass the course and move on to Math 105 or 108. However, the workshop is now face-to-face and not online. Currently there is not similar program for Math 92. However, if a student is in Math 92 and changing majors, so he/she needs Math 105, speak with the Math department about the possibility of taking the bridge program for Math 98.

Next ACN meeting:

December 15 in Union 345 B and C: Holiday Social! Coffee, tea and hot cider will be provided. Bring a holiday treat to share. General announcements will be made, but no official presentations.