



# STUDENT SUCCESS:

## Supporting Diverse Student Populations in an Era of Uncertainty

---

**Dr. Catie McCorry-Andalis**

Associate Vice President and Dean of Students, The University of Texas El Paso

**Dr. Edwin Toshio Hamada**

Assistant Vice President for the Residential Experience, Colorado College



# Learning Objectives

- Differentiate between a deficit-based and asset-based approach/mindset to education.
- Know and understand national enrollment trends contributing to the changing college student demographic.
- Define what is meant by high-impact practices and identify four specific high-impact experiences.
- Know what it means to be a "student-ready college or university."



# University of Texas at El Paso

## 23,880 Enrollment



83% regional, 9.5% other US State/Territory &  
7% international (5% Mexico)

84% Hispanic

50% First Gen

75 Bachelor's, 70 Master's, 24 doctoral

# Colorado College

## 2,425 Enrollment



73.2% other US State/Territory & 8.1% international  
(6.2% from China)

25.7% BIPOC

9% First Gen

38.5% receive need-based aid

42 Bachelor's, 1 Master's

# Enrollment Trends

- Enrollment trends (Oct. '22) – dip in UG enrollment overall / increased undergraduate enrollment at HBCU / increase in enrollment at primarily online institutions
- Impact varies across states as some states gaining people while others losing
- Last dip impact mitigated by international students and non-traditional students.
- COVID impacts on international student enrollment
- Key is retention.



# Understanding Change

## Needs-based

Focused on an imposed standard and deficits

Views community members as having things done to them

Minimizes community resources

Reactive

Sees community as in need of external experts

## Asset-based

Focuses on existing capacity and resources

Views community members as assets/contributors

Maximizes and recycles

Proactive

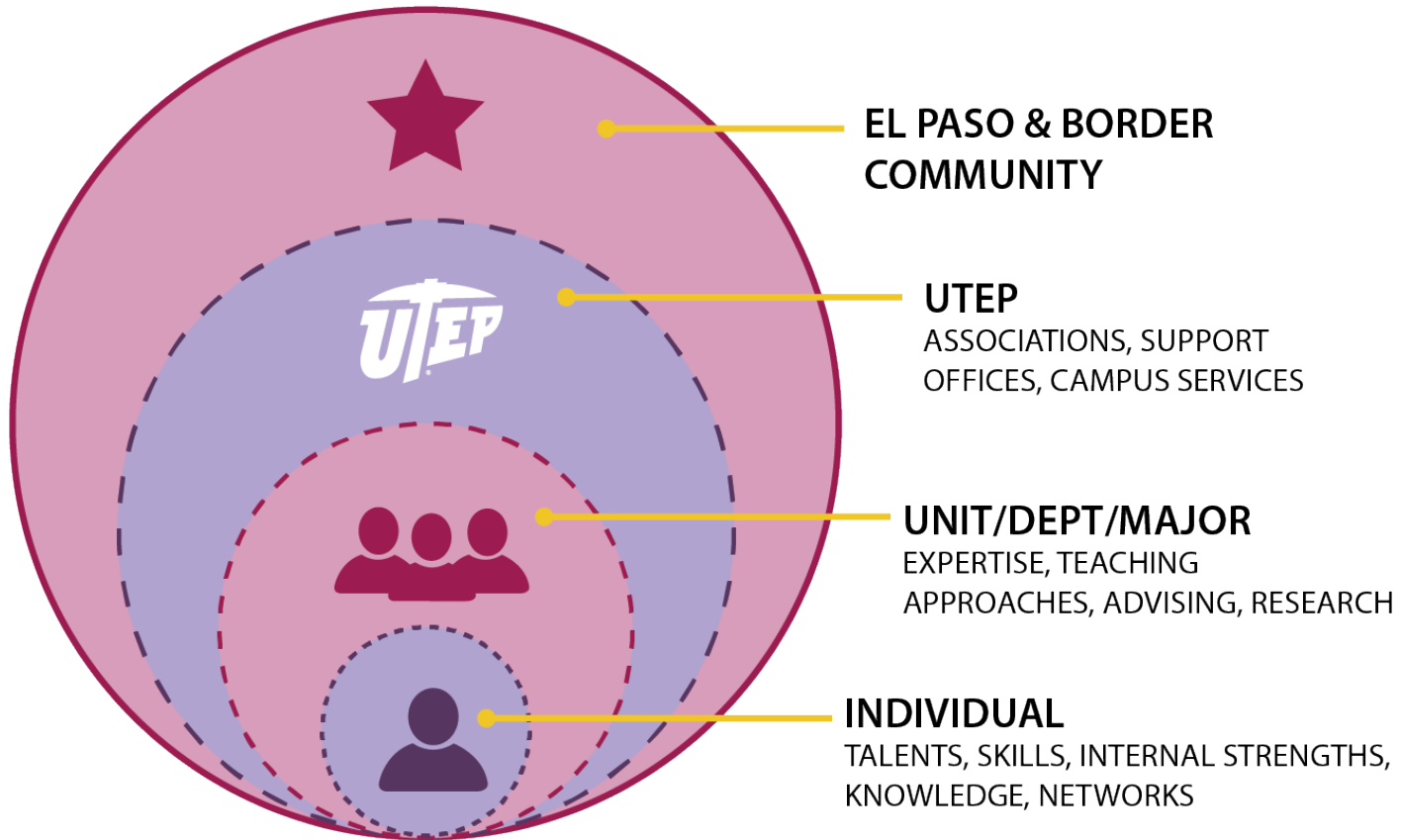
Sees community as expert





# DEFINING ASSETS

Talents, skills, capacities, and strengths of individuals, associations, and communities that can be mobilized for action/change



# Identifying Assets

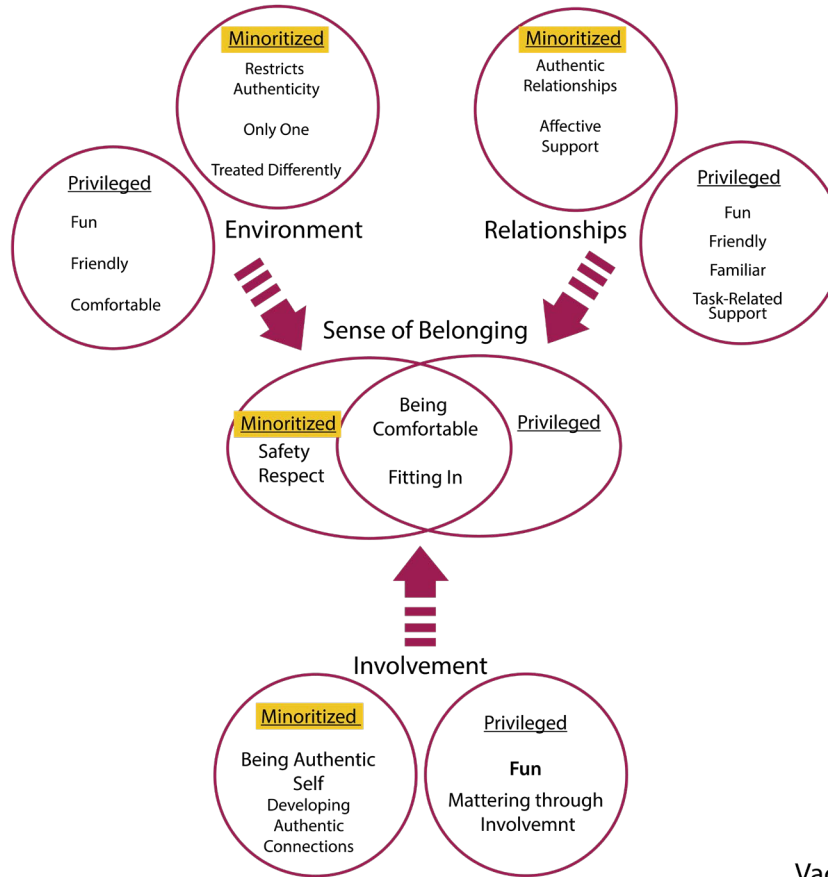
## Activity:

*What are your individual assets?*





# Model of Belonging for Privileged and Minoritized Students



Vaccaro & Newman



# Model of Belonging for Privileged and Minoritized Student

Key takeaways – Different experiences, different ways

## Privileged Students

- Traditional model of engagement/retention
- Positive descriptors for 3 themes

## Minoritized Students

- Minoritized students authenticity (self and relationships) rooted in self-awareness
- Safety and Respect additional factors in a sense of belonging



# Colorado College path to belonging through ADEI Commitment

## Goals:

- Incorporate ADEI into campus values, leadership, student resources, faculty and staff, and communications.
- Establish 3 AVP Level ADEI leadership team (Faculty, Staff, and Student focus)
- Withdraw from US News and World Report rankings due to conflicting values.



Our Plan *to* Become *an*  
Antiracist Institution



# High-Impact Practices

Researchers have found significant educational benefits for students who engage in certain activities/initiatives, particularly students from demographic groups historically underserved in higher education.

First Year Seminar/Course

Common Intellectual Experiences

Learning Communities

Writing-Intensive Courses

Collaborative Projects

Undergraduate Research

Global Learning / Study Abroad

Service Learning

Internships

Capstone Courses/Projects

Reflective e-Portfolios

On-Campus Employment



# High-Impact Practices

Researchers have found significant educational benefits for students who engage in certain activities/initiatives, particularly students from demographic groups historically underserved in higher education.

## **First Year Seminar/Course**

Common Intellectual Experiences

## **Learning Communities**

Writing-Intensive Courses

Collaborative Projects

## **Undergraduate Research**

Global Learning / **Study Abroad**

## **Service Learning**

## **Internships**

## **Capstone Courses/Projects**

Reflective e-Portfolios

## **On-Campus Employment**



# On-Campus Employment

## Background

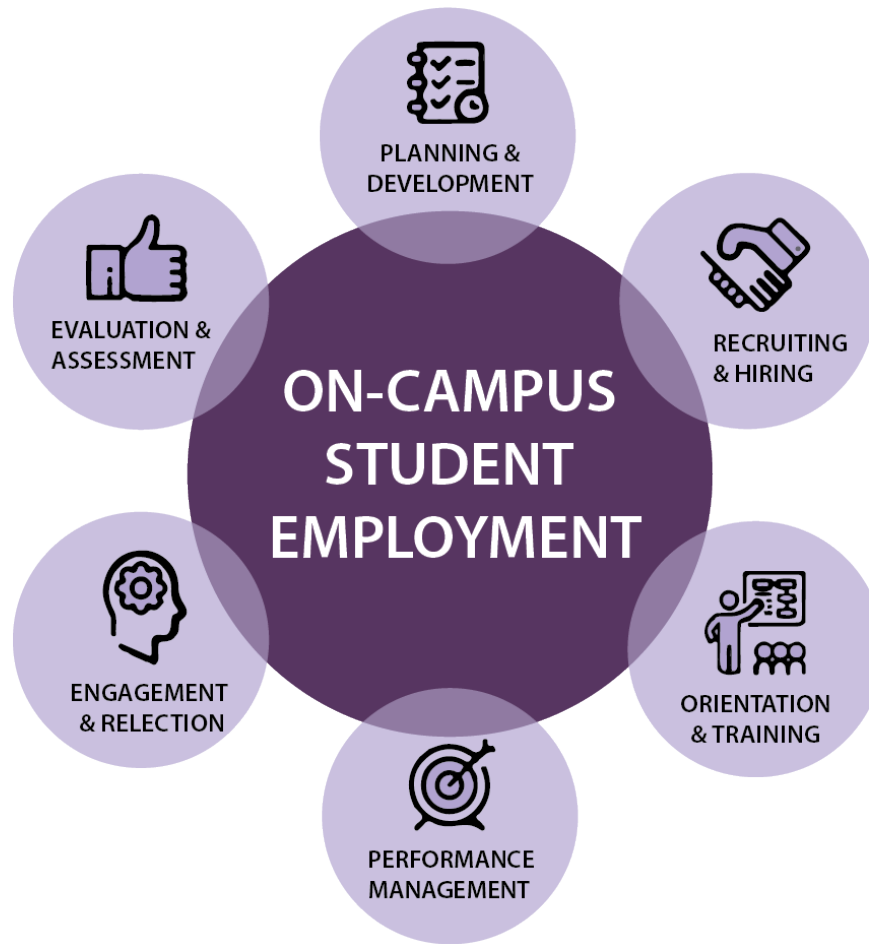
**70%** of UTEP students work

~ **17,000** students

~ **2,500** on-campus student employees

On-campus student employment is a valuable opportunity to meet multiple student needs and institutional goals.







# PLANNING AND DEVELOPMENT

## Goals

Clear and concise job description that expresses the value of the opportunity and clearly describes position expectations and workplace needs

## Recommendations

Identify your needs and goals for student employee(s) and the opportunities for professional development.

# RECRUITMENT AND HIRING

## Goals

Process that mirror those of full-time professional positions

## Recommendations

Post position on JobMine for easy student access to application process

Require standard application elements:

- Letter of interest
- Interview
- Resume
- References

# ORIENTATION AND TRAINING

## Goals

Robust onboarding that provides a complete overview of the office environment, job duties, policies, and expectations.

Expectation of ongoing professional development

## Recommendations

Develop a detailed, comprehensive onboarding process that prepares student employees for success

Establish a commitment to and expectation of professional development.

- Student Worker Training
- Webinars
- HR calendar
- "In-house"



# PERFORMANCE MANAGEMENT

## Goals

Embed effective performance management practices

Create opportunity for supervisor(s) to serve as a professional reference

## Recommendations

Conduct Student Employee Entrance Interview

Deliver feedback in direct, timely, and specific way

Use "work plans" in addition to Performance Evaluation Form



# ENGAGEMENT & REFLECTION

## Goals

Students will understand professional commitment and the importance of professionalism in the workplace

Student will connect their on-campus work experience with their career aspirations

## Recommendations

Provide context for projects and duties

Encourage/teach anticipating and follow-up

Regularly discuss connections between work, coursework, and career.



# EVALUATION AND ASSESMENT

## Goals

Support critical thinking and analysis

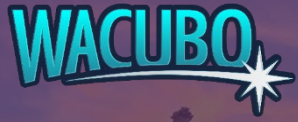
Engage in continuous improvement of your unit's student employment experience

## Recommendations

Conduct Performance Evaluation

Conduct an Exit Interview





# Student-Ready College or University

Student Support



# Colorado College Student Support

## Mental Health Support

- 24/7 free, unlimited online therapist and on-demand crisis counseling
- New AVP position
- Focus area of the college, similar to ADEI lens

The screenshot displays the Colorado College website header and a navigation menu. The header includes the college's name, logo, and establishment date (EST. 1874). Navigation links include 'Sign Into CC', 'Campus Directory', and 'A-Z Index'. A search bar is present with the text 'Search Colorado College'. Below the header, a secondary navigation bar lists various campus services: 'Athletics | Fine Arts Center | Tutt Library | KRCC'. A main navigation bar contains links for 'About CC', 'Admission & Aid', 'Academics', 'Campus Life', 'News & Events', and 'Giving & Connecting', along with buttons for 'APPLY', 'VISIT', and 'GIVE NOW'. The main content area features the heading 'Student Health & Wellbeing' and a list of related services: 'Student Health & Wellbeing', 'Counseling Center', 'Chaplains Office', 'Wellness Resource Center', 'Student Health Center', 'Insurance', 'Immunization & Health Documentation', 'SARP', and 'Monkeypox Information'. Below the text is a photograph of a student sitting on a lawn, leaning against a tree, with a building and other trees in the background.



# Colorado College Student Support

## Emergency support

- Food and clothing pantry
- Emergency Funding Endowments
- Housing insecurity
- Safe Ride
- Campus Administrator On-Call System

PRESENTED BY  
CAMPUS ACTIVITIES & OFFICE OF SUSTAINABILITY

## CC PANTRY EXCHANGE

OPEN HOURS THURSDAYS  
OUR LOCATION BASEMENT OF WORNER

\* CC Pantry is open every Thursday, including breaks and Summer  
CC Exchange is open weeks 1-3 only \*



# Best Practices for Success

- Know and understand enrollment trends and the students you serve
- Adopt an Asset-Based mindset and approach to your work
- Include ALL stakeholders – business affairs, vendors and P3s and understanding of student demographic
- Track engagement of students
- Centralize Student of Concern Case-management
- Adopt Holistic Advising
- Support regular and on-going commitment to professional development



# Participant Challenge

Ways to support Student Success

- Personal level
- Department level
- Divisional level
- Institutional level





WACUBO\*

QUESTIONS

# Reference

Colorado College Antiracism Implementation plan: <https://issuu.com/coloradocollege/docs/cc-com-antiracismplan-reviseddesign-2021?fr=sODc1NjM3MDExODY>

Vaccaro, A. & Newman, B. (2016). Development of a sense of belonging for privileged and minoritized students: An emergent model. *Journal of College Student Development*, 57(8), 925-942.

