

Proactive Advising: Five Ways to Impact Undergraduate Student Success | Date 07.06.2017

Joe Murray, Joseph Connell

Chat Transcript

Sarah Capps: Submit your questions for our speakers here

Joe Murray: Welcome everyone!

Joe Connell: Hi Everyone, if our content, brings questions, please ask them here.

Elizabeth Hubbell: Who are students you would consider at risk?

Baker University: first generation students

Deb: Dismissed and reinstated

Baker University: low ACT

Boise State: Non Traditional

John Rans: student veterans

Baker University: introverts

Leidy Genao: readmits

Baker University: veterans

University of Wisconsin-La Crosse 2: Transfer

SAIT - Southern Alberta Institute of Technology: Students with GPA between 2.0 and 2.5. International students

The University Kansas: probation

Rachel Pawlowski: low SES

Baker University: students with families

Mount St. Mary's University: Commuters

University of Wisconsin-La Crosse 2: Students w/ disabilities

University of Wisconsin-La Crosse 2: Undeclared

Anoka Ramsey Community College: working full-time

Rachel Pawlowski: adult

The University Kansas: second language learners

Baker University: international

Tara: students with ongoing mental health issues

Leah S: Do you have a first year course for students as well to help introduce them to study skills, major, etc.? Is this just for Freshmen or for transfer students as well?

Joe Connell: At Ramapo, we have a mandatory FYS for all students that is a Gen Ed course. We cover study skills and other transitional content through peer facilitators who deliver 30 minutes of weekly course content.

Kate Skladanek: Hi! Thanks for your time today! Any specific strategies for proactive advising engagement (relationship building model) for online (distance) students working full-time, attending part-time?

Boise State: Hi Kate, We are a completely online program here, we reach out before they need help, we are available meaning our students can call us directly they do not have to worry about a phone tree, they know when they call they are speaking to an advisor

Joe Connell: Hi Kate, thanks for your question. Some initial thoughts. Are the students part of a cohort? Is there an assigned advisor that they have? I've seen students have to do mandatory advisement with an assigned advisor prior to an online course/program beginning

Boise State: Communication within 24 hours

Joe Connell: Thanks, Boise State!

Boise State: Our Program (Nursing) does transcript reviews ahead of time before the student applies.

Boise State: Your Welcome!

Joe Connell: I think it's key to think about how to adapt best practices from one population to the next.

Boise State: We touch each of our advisees each semester at least once!

Tara: we (Drexel CoAS) outreach 2-4 times a quarter

Kate Skladanek: Yes, definitely timely response to this group is key, thanks! I am lucky to have flexibility in that I am encouraged to respond evenings and weekends and necessary and adjust my time accordingly. The students are assigned an advisor but they are not cohorted, as they admit in all terms of the year and take varying number of courses/term.

University of Wisconsin-La Crosse 2: Are students required to meet with advisors 6-7 times during semester as it looks in the calendar of conversations? How do you get students to get there?
University of Arizona: And how do advisors manage time if they have hundreds of students?

Kate Skladanek: Tara - About the same, thanks!

Tara: Is there a recommended number of times advisor should ideally meet with their advisees

Joe Connell: At Ramapo, we mandate key advisement milestones and aim for once per semester

Tara: Drexel works on a 10 week system it goes by soooo fast :)

Joe Murray: U of W-yes, students are expected to meet 6-8 times a semester. Students come because they have built a personal relationship with their success coach. Not all students all the time but most follow through.

Joe Murray: Keep in mind that not all of these "meetings" have to be one-on-one meetings. Group workshops on relevant topics can be just as engaging.

Tara: absolutely Joe.....thanks!

Northern Arizona University: do you place advising holds on students so they must come in to see an advisor?

Joe Murray: FOR FAU, yes for first year students and students on probation and returning students for the first semester back.

Tara: we do only if they are on probation

Joe Murray: If your resources do not support all students, target the hold to be proactive to the groups that need it the most..

Tara: would it be intrusive if we considered those holds if students haven't met with their advisor in a specific time frame.?

Steve Schaffling: For all the Drexel Advisors in the room there will be more ability to utilize "advisor" holds by fall of this year. I'll see you at the advising seminar on 9/12

Tara: great Steve!!

Joe Murray: That could be a strong motivator to take action in a timely manner.

Greta: Tara, I think you just have to communicate appropriately about the holds. If you tell them in advance they will get a hold, then they say "What! I have a hold!" you can say "I warned you on x date." but we shouldn't surprise them with a hold!

Tara: I think so too Joe

Tara: I agree Greta.....

Greta: We do that a lot in CCI!

Tara: Its always about communication

Tara: thanks Greta!

Greta: agreed!

The University Kansas: Could you explain the GAP analysis chart?

Baker University: do you ever disclose to students their "at-risk" status, and if so, how?to what end?

Baker University: many thanks!

Rachel Pawlowski: what is the composition of the academic advising council? faculty vs actual advisors?

Joe Connell: Rachel, it is both. Represents all areas associated with advisement

Rachel Pawlowski: how large is it?

Joe Connell: about 15 members

Rachel Pawlowski: thanks

Joe Murray: feel free to email me with additional questions. murrayj@fau.edu