



#Altraining




**PROACTIVE ADVISING:
FIVE WAYS TO IMPACT
UNDERGRADUATE
STUDENT SUCCESS**


Joseph Connell | Ramapo College | jfconnell3@gmail.com
Joe Murray | Florida Atlantic University | murrayj@fau.edu



■ JOE CONNELL, MA



- Assistant Vice President of Student Success, Ramapo College of NJ
- Director of Academic Services & Testing, Dutchess Community College
- Project Lead for Educause Integrated Planning and Advising for Student Success (iPASS) grant, funded by the Bill and Melinda Gates Foundation as well as the Helmsley Charitable Trust
- Recipient of multiple NASPA Excellence Awards
- jfconnell3@gmail.com
- Twitter: @jconnell105
- [LinkedIn: joseph-connell-86297931](https://www.linkedin.com/in/joseph-connell-86297931)



■ JOSEPH MURRAY, MSHR




- Assistant Dean; University Advising Services, Florida Atlantic University
- Director of Advising & Retention, Miami (OH) 23 years
- Co-Chair: NACADA First Generation Interest Group, 2007-12
- Co-founder of OHIO REACH & FLORIDA REACH, supporting foster youth in higher education
- Certified Appreciative Advisor and National Trainer & Consultant
- murrayj@fau.edu



 POLL

What is your student to
advisor ratio?






POLL

What is your Advising structure?


First Available (Student stops in and meets with whoever is Available)

Assigned Advisor (Every student has an assigned advisor and only meets with them)

Case management (Every advisor is responsible for a case load of students, making sure every student has connected with an advisor)




ai ACADEMIC IMPRESSIONS 5



LEARNING OUTCOME

After participating...

...you will be able to integrate elements of proactive advising into your daily practice to improve student success.



ai ACADEMIC IMPRESSIONS 6

AGENDA



1. Using data and predictive modeling to inform your practice
2. Engaging students
3. Maximizing content and delivery in student meetings
4. Improving interdepartmental communication
5. Making the most of critical timing in your outreach points



WHAT IS PROACTIVE ADVISING?

Earl (1987) describes the intrusive model of advising as an action-oriented approach to involving and motivating students to seek help when needed. **The big question is how to get students to seek help when they need it, and before it's too late.** Intrusive Advising involves proactive interactions with students, with the intention of connecting with them before a situation occurs that cannot be fixed. (Upcraft & Kramer, 1995).

Retrieved October 21, 2009, from http://www.nacada.ksu.edu/AAT/NW30_3.htm#10



WHY PROACTIVE ADVISING?

Research literature on student retention suggests that contact with a significant person within an institution of higher education is a crucial factor in a student's decision to remain in college (Heisserer & Parette, 2002). Habley (1994) tells us that academic advising is the only structured activity on the campus in which all students have the opportunity for on-going, one-to-one interaction with a concerned representative of the institution (p. 10). Therefore, advisors often are the people best suited to make important student connections. **When advisors make connections and show interest in students, they can become the reason a student decides to stay in school**(Upcraft & Kramer, 1995).

Retrieved October 21, 2009, from
http://www.nacada.ksu.edu/AAT/NW30_3.htm#10



HOW SHOULD I PROACTIVELY ADVISE?

CARE!

The most important thing is to remember the goal is to help students feel cared for by the institution. Students who perceive that someone cares about them and that they belong to the school community are more likely to be academically successful than those who do not feel any sense of care by the institution (Heisserer & Parette, 2002).

Retrieved October 21, 2009, from
http://www.nacada.ksu.edu/AAT/NW30_3.htm#10



#Altraining

1. USING DATA AND PREDICTIVE MODELING TO INFORM YOUR PRACTICE



UTILIZING DATA AND PREDICTIVE MODELING TO INFORM YOUR PRACTICE



- Utilize assessment tools, such as College Student Inventory, LASSI, CIRP and institutional surveys
- Utilize predictive algorithm models
- Prioritize your work based on level of student risk

JOURNEY TO SUCCESS WITH YOUR PEER ADVISORS

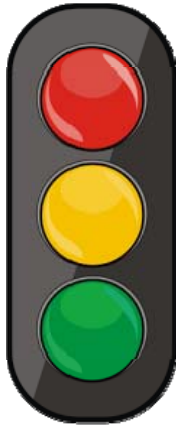
MINIMIZING DISTRACTIONS

Peer Advisor of the Week: [Name]

Quick Tips from Mathmajor



HOW DO I FILTER THROUGH THE DATA THAT I HAVE AVAILABLE?



A SUCCESS PLAN EMPOWERS STUDENTS TO TAKE ACTION

14

■ HOW DO I UTILIZE DATA AND PREDICTIVE MODELING TO INFORM MY PRACTICE?

- How do I utilize data and predictive modeling to prioritize my advisee outreach?
- How do I empower students with the data that I have?
- What data tools would I like to have? Who can I partner with on campus to bring those tools to my college?



■ PREDICTIVE ANALYTICS

- **Mission:** To address individual student indicators associated with high probability for adverse effects on academic success. Facilitate a coordinated strategy to link students with student success programs and services and monitor their progress.
- **Goal:** Improve FTIC Progress rate of students retained at the university *with* a 2.0 GPA or better.
- **Objective:** Increase FTIC retention by 6% for students entering in summer/fall 2015-2016. with a >2.0 by May 2016. (Baseline 70%, Target 76%).
- **Theory of Change:** If we use a statistically significant predictive model to identify students with increased probability for academic failure and intervene early with academic/campus engagement programs and services we can reduce risk and increase the probability for successful academic progress.

16

#Altraining

2. ENGAGING STUDENTS



who me?



© 2010 Mark du Boit
www.markduboit.co.uk

Do not let language
limit your thinking!



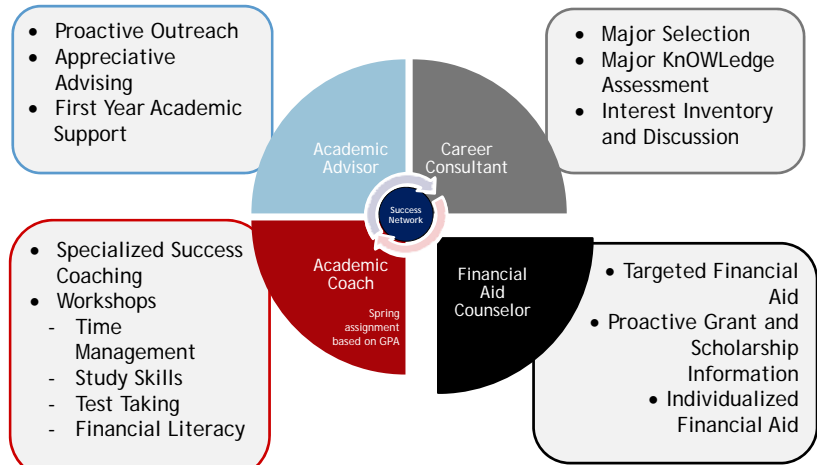
WHO?

Students who are waiting to be engaged!



An illustration showing several 3D white figures interacting with large, colorful blocks that spell out the word 'ENGAGEMENT'. The letters are: E (green), N (orange), A (red), G (blue), M (green), E (purple), and T (orange). The figures are positioned around the blocks, some holding them up, some pushing them, and one sitting on top of the 'M' block.

TEAM STRUCTURE



A pie chart diagram divided into four segments, each representing a role in the team structure. The segments are: Academic Advisor (light blue), Career Consultant (grey), Financial Aid Counselor (black), and Academic Coach (red). A central circle labeled 'Success Network' is connected to all four segments. Each segment is associated with a list of responsibilities.

- Academic Advisor**
 - Proactive Outreach
 - Appreciative Advising
 - First Year Academic Support
- Career Consultant**
 - Major Selection
 - Major KnOWLedge Assessment
 - Interest Inventory and Discussion
- Financial Aid Counselor**
 - Targeted Financial Aid
 - Proactive Grant and Scholarship Information
 - Individualized Financial Aid
- Academic Coach**
 - Specialized Success Coaching
 - Workshops
 - Time Management
 - Study Skills
 - Test Taking
 - Financial Literacy

Spring assignment based on GPA

ai ACADEMIC IMPRESSIONS 20

EXPECTATIONS

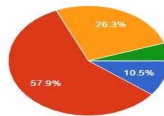
- Multiple coordinated outreach attempts to students throughout the semester by the team.
- At the end of the semester all students should have been contacted at least once by someone on the team.
- Outcome data will be submitted for ALL students on each team's list for assessment of efforts and metrics forecasting.
- GOAL: 78% retention for FTIC students in the 2016 cohort



Success Network Fall 2016 Survey Results

The Success Networks helped me make referrals to other departments. (19 responses)

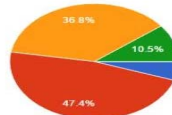
Strongly Agree 2
Agree 11
Neutral 5
Disagree 1
Strongly Disagree 0



Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

The Success Networks helped students navigate resources. (19 responses)

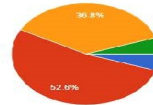
Strongly Agree 1
Agree 9
Neutral 7
Disagree 2
Strongly disagree 0



Strongly Agree
Agree
Neutral
Disagree
Strongly disagree

Showing the Success Networks to students was helpful for both parties. (19 responses)

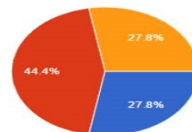
Strongly Agree 1
Agree 10
Neutral 7
Disagree 1
Strongly disagree 0



Strongly Agree
Agree
Neutral
Disagree
Strongly disagree

I enjoyed being paired with another department through Success Networks. (18 responses)

Strongly Agree 5
Agree 8
Neutral 5
Disagree 0
Strongly disagree 0
Other 0



Strongly Agree
Agree
Neutral
Disagree
Strongly disagree
Other

22



- Academic Coaching and Career Enhancement for Student Success (ACCESS)
- The ACCESS Program offers a comprehensive approach to student success that focuses on academic advising and coaching, tutoring, career counseling, faculty mentoring and developing a meaningful connection to Florida Atlantic University, all of which lead to student retention.



ACCESS CAREER COUNSELING



- Help students find potential career/major options with one-on-one personalized assistance
- Career and Life Planning course, One credit hour designed for at-risk students with major and career indecision. Offered free to students.
- Provide guidance for other career related topics, including internships, job-search assistance, resume writing, and interviewing



**ACCESS
FACULTY
MENTORING**



- ACCESS students meet with FAU Faculty specializing in your chosen/prospective major/career of interest outside of the classroom one on one
- Faculty Mentor panels within Career course



**ACCESS
ADVISING &
COACHING**



- Proactive academic advising/coaching
- Regular meetings, ranging from weekly to monthly depending on the students individual academic plan
 - Meetings will include a review of course progress, and/or overcoming academic challenges and the calendar of conversations
- Collaboration with other on-campus services such as the Office for Students with Disabilities and/or the Counseling Center when appropriate
- Academic workshops: Time management, Study Skills and Test-Taking strategies, Financial Literacy
- Online tips and strategies

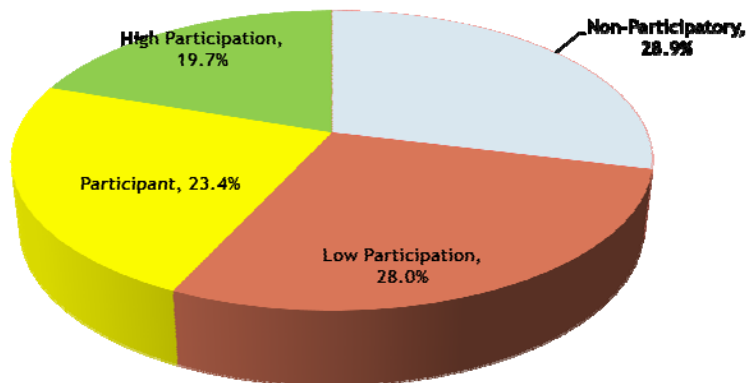
26

ACCESS Program Participation Rubric

	Non-participatory	Low-participation	Participant	High-participation
Academic Advising	0-2	3-5	6-8	9+
Academic Support Services	0-3	4-9	10-16	17+
Workshops	0-1	2	3	4
Total Occurrences	0-7	8-17	18-28	29+



ACCESS Program Participation Level Breakdown



ENGAGING STUDENTS IN THE PROCESS



- Flipped Orientation
- Four year planning
- Labor Day Campaign
- FYE
- Co-Curricular planning
- Interest Inventories

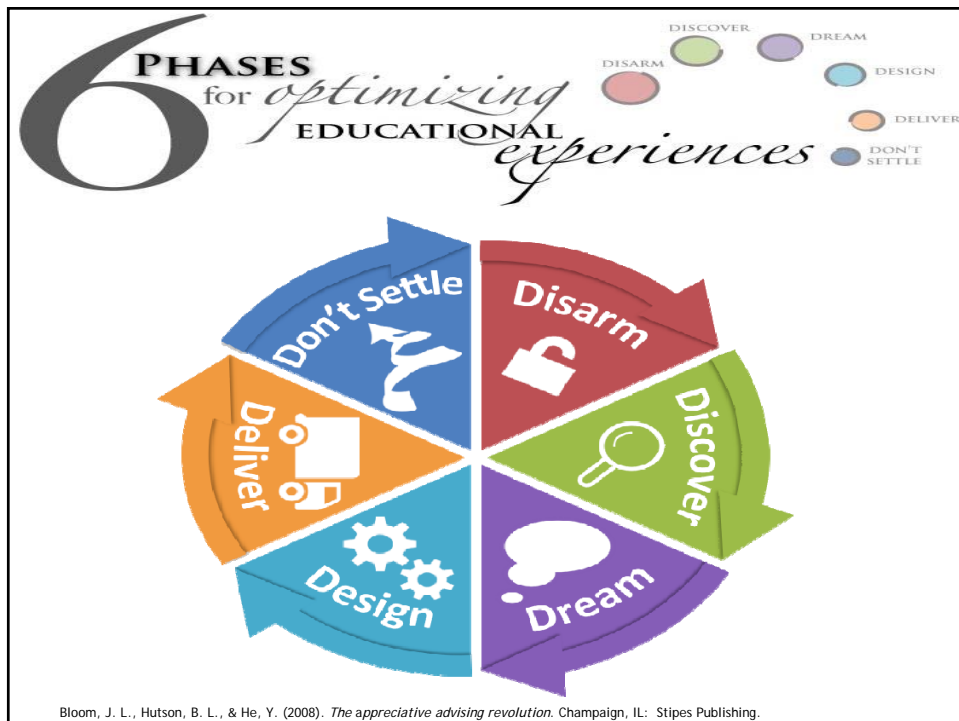
LABOR DAY



Lets
All
Begin
Our
Registration advising

#Altraining

3. MAXIMIZING CONTENT AND DELIVERY IN STUDENT MEETINGS



APPRECIATIVE EDUCATION PHASES



- **Disarm** - Recognizing the importance of first impressions, create a safe, welcoming environment for students.
- **Discover** - Utilize positive open-ended questions to draw out what they enjoy doing, their strengths, and their passions. Listen to each answer carefully to help students connect course content to their strengths and passions.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*.
Champaign, IL: Stipes Publishing.



APPRECIATIVE EDUCATION PHASES



- **Dream** - Help students formulate a vision of what they might become both inside the classroom and out, and then assist them in developing goals.
- **Design** - Help students devise concrete, incremental, and achievable goals.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*.
Champaign, IL: Stipes Publishing.



APPRECIATIVE EDUCATION PHASES



- **Deliver** - The students follow through on their plans. Be there for them when they stumble, believing in them every step of the way and helping them continue to update and refine their dreams as they go.
- **Don't Settle** - Challenge the student to proactively raise their internal bar of self- expectations.

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



ACCESS CALENDAR OF CONVERSATIONS

Week(s)	Theme	Topic	Important Dates/action items for students
1 & 2 DISARM	Start Off Semester Strong	<ul style="list-style-type: none"> ➤ First Meeting ➤ Student should bring all course syllabi ➤ Student should know how to finance current semester ➤ Show student how to schedule tutoring and/or connect to academic Support ➤ Check to see if student has any other registration holds to take care of first (past due balances) ➤ Review Program requirements with student ➤ Discuss/set expectations regarding academic advising/coaching vs. personal counseling ➤ Give information about counseling center ➤ Discuss text book requirement and review alternative options to obtain ➤ Review transcripts and intended major ➤ Review schedule and have student register or change courses for semester ➤ Schedule follow-up appointments 	<p>Last day of ADD/Drop:</p> <p>Last day to drop or withdraw with full refund:</p> <p>Withdraw from classes without receiving a 'W':</p> <p>Tuition due:</p> <p>Register for classes</p> <p>Check FAU email</p> <p>Important Financial Aid dates:</p>

36

Proactive Advising: 5 Ways to Impact Undergraduate Student Success

CONTINUED

3, 4, & 5 DISCOVER	Essential Time Management, Study Skills, & Test Taking Skills	<ul style="list-style-type: none"> ➤ Identify student's strengths, interests and passions ➤ Link student's short term goals to motivation ➤ Bring syllabi for all classes ➤ Bring all grades earned for all classes ➤ Electronic calendar or daily planner ➤ Come prepared with a study plan for upcoming exams ➤ Offer test-taking tips and healthy strategies to deal with anxiety ➤ Connect students to academic skill development workshops 	<p>Electronic calendar or daily planner</p> <p>Continue tracking any/all grades received</p> <p>Check FAU email</p> <p>Go to office hours</p>
6 DISCOVER DREAM	Career Development	<ul style="list-style-type: none"> ➤ Identify student's long-term goals, dreams and aspirations ➤ Encourage student to create ideal future and lifestyle ➤ Identify student's values ➤ Connect with Career Resources ➤ Complete Career assessments 	<p>Select or narrow down major</p> <p>Check FAU email</p> <p>Go to office hours</p>
7 & 8 DESIGN	Mid-Semester Reality Check	<ul style="list-style-type: none"> ➤ Identify what resources the student will need to achieve dream/goal ➤ What are the next steps specifically ➤ What skills need to be developed ➤ Identify challenges or obstacles and brainstorm strategies to surmount them ➤ Midterm Preparation 	<p>Last day to withdraw without receiving an "F":</p> <p>Check FAU email</p> <p>Go to office hours</p>

37

CONTINUED

9 & 10 DESIGN	Peeking Into Next Semester	<ul style="list-style-type: none"> ➤ Be prepared to discuss your major choice and how to proceed with course work ➤ Review most current grades ➤ Know your standing ➤ Run degree audit (DARS) ➤ Provide your initial thoughts on courses for next semester 	<p>Check FAU email</p> <p>Go to office hours</p>
11 & 12 DELIVER	Put the Plan Into Practice	<ul style="list-style-type: none"> ➤ Bring all previously due documents ➤ Be prepared to share calendar ➤ Current grades ➤ Tutoring materials/feedback 	<p>New perspective on academic direction</p> <p>Check FAU email</p> <p>Go to office hours</p>
13 & 14 DELIVER	Preparing for Finals/Review last week's meeting	<ul style="list-style-type: none"> ➤ Any new Ideas concerning major choice ➤ A wish-list of classes for next semester ➤ Know your day to register ➤ Prepare for potential holds 	<p>Print out of study sessions, days/times, increased tutoring, etc.</p> <p>Check FAU email</p> <p>Go to office hours</p>
15 & 16 DON'T SETTLE	The Finish Line	<ul style="list-style-type: none"> ➤ Tentative (or actual) schedule for next semester ➤ Bring study plans, review session plans, etc. ➤ Provide what assignments are due ➤ Recognize and celebrate student's accomplishments and achievements this semester 	<p>Final exams begin:</p> <p>Final exams conclude:</p> <p>All grades will be posted by:</p> <p>Preparation for transition advising meeting next semester</p> <p>Check FAU email</p> <p>Go to office hours</p>

38



RESOURCE

Advising Syllabus

THE APPRECIATIVE TRANSFORMATION





#Altraining

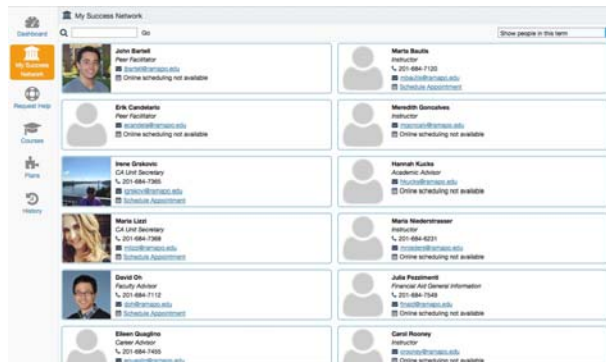
4. IMPROVING INTERDEPARTMENTAL COMMUNICATION

DOES IT EXIST IN THE CLOUD?



Effective technology solutions connect students with the institution and the institution with itself.

IMPROVING INTERDEPARTMENTAL COMMUNICATION



Utilize Technology Systems

- Referrals
- Close the Loop

■ IMPROVING INTERDEPARTMENTAL COMMUNICATION

Utilize campus councils/boards

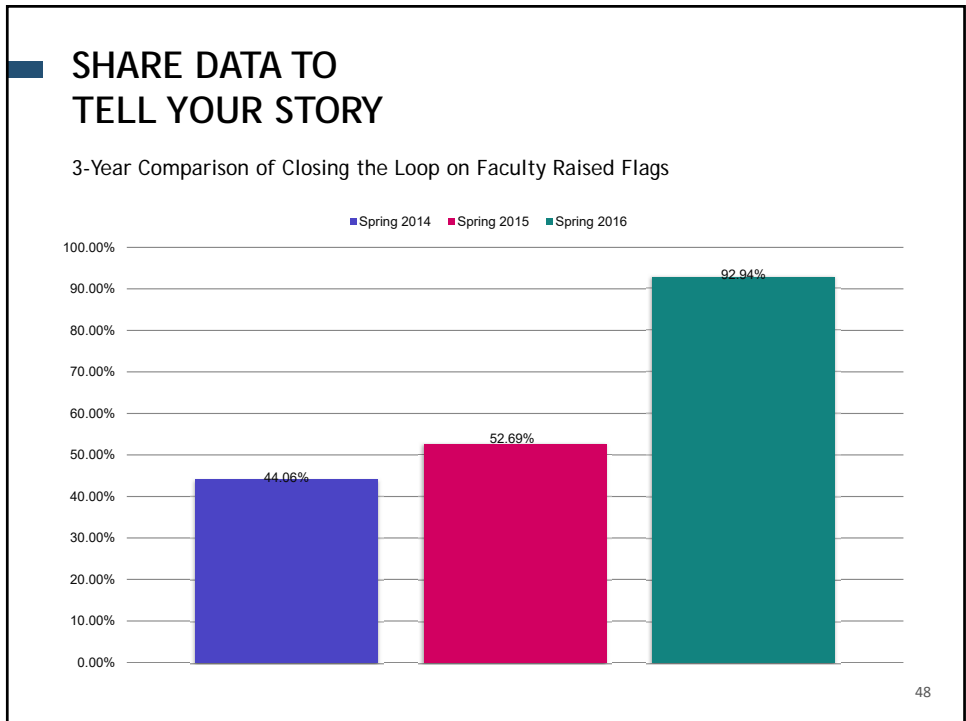
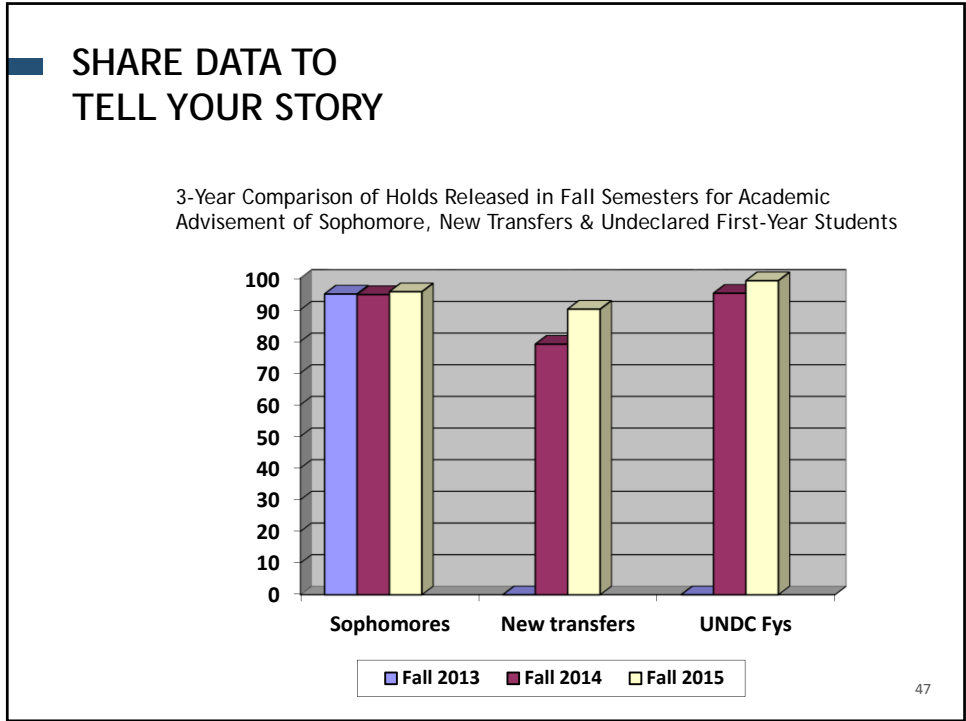
- Academic Advisement Council: have the Council prioritize/review objectives, such as:
 - to define academic advising
 - to develop outcomes for each mandatory advisement meeting
 - to determine how/when to train staff and faculty advisors
 - to review advisement responsibilities for student and advisor
 - to review how advising links with offices
- Dean's Council / Departmental Chairs Committee

45

■ IMPROVING INTERDEPARTMENTAL COMMUNICATION

Liaise with key offices

- Create advisor liaison responsibilities, such as:
 - What is the advisor responsible to share with the faculty?
 - What is the advisor responsible to bring back to the advisement office?



■ HOW DO I HARNESS THE POWER
OF INTERDEPARTMENTAL
COMMUNICATION?

- What information do I need?
- Who do I need to reach out to more? When will I facilitate that communication?
- What data-driven stories/presentations do I need to share?



#Altraining

5. MAKING THE MOST OF CRITICAL
TIMING IN YOUR OUTREACH POINTS



MAKING THE MOST OF CRITICAL TIMING IN YOUR OUTREACH POINTS

- Academic Calendar:
 - What are the key dates on this calendar?
<https://www.ramapo.edu/academic-calendars/future-calendars/>
 - Class Adjustments: Add/Drop
 - Registration for the next term
 - Course Withdrawal
 - Payment deadlines



A screenshot of a web browser displaying the 'Calendar Compact View' page for Ramapo College of New Jersey. The browser's address bar shows the URL 'https://www.ramapo.edu/academic-calendars/calendar-compact-view/?compact=true'. The page features a navigation menu on the left with options like 'Academic Calendars Home', 'Future Calendars', and 'Past Calendars'. The main content area lists key dates for the 2016-2017 academic year, such as 'September 07, 2016 - FIRST DAY OF CLASSES' and 'September 13, 2016 - Last Day for Class Adjustments (on the Web)'. The 'ACADEMIC IMPRESSIONS 52' logo is visible in the bottom right corner of the page.

MAKING THE MOST OF CRITICAL TIMING IN YOUR OUTREACH POINTS

- Financial Dates
 - When are the priority dates to renew FAFSA? Do they differ for state aid?
 - When must verification documents be completed?
- Enrollment Calendar
 - Does your campus integrate all of its key enrollment services dates into one calendar for all student services offices?



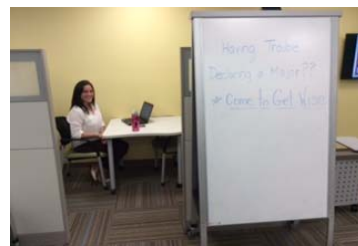
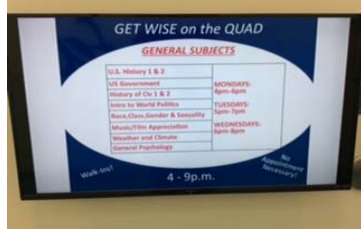
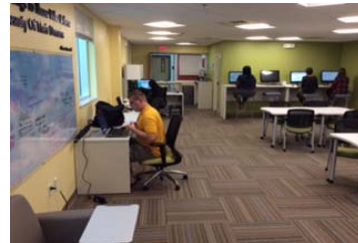
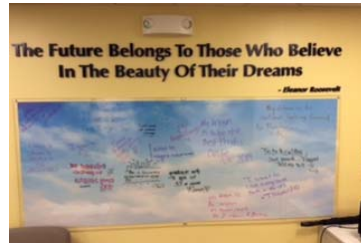
HOW DO I MAKE THE MOST OF CRITICAL TIMING IN MY OUTREACH?



- Know your college's calendars
- Utilize the dates to direct your academic advisement outreach

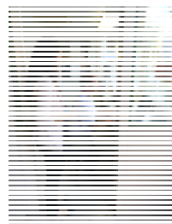


GET WISE ON THE QUAD



55

GET WISE ON THE GO!



56

TAKE THE CHAINS OFF!



Some are Petrified of Change



ai ACADEMIC IMPRESSIONS 59

And it may not turn out the way you thought.



COMPREHENSIVE GAP ANALYSIS

	Prevention	Intervention	Recovery
Curricular			
Policies			
Programs			

IN CONCLUSION

“Most of us will not find answers to the causes of cancer, or solve the problems of homelessness, or defuse international conflicts, but we feel that through our advising, we may be able to make a small but pivotal contribution to our students’ ultimate work...It seems to me that our students represent an unequivocal reply to Margaret Mead, when she famously said: ‘Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it’s the only thing that ever has.’”

-Nancy Twiss

<http://chronicle.com/weekly/v48/i03/03a04201.htm>



TAKEAWAYS

How should I proactively advise?

Build Rapport

- Prepare for the appointment by review the students' information in advance of advisement or at the start of the session, so that you can show knowledge of their background
- Ask about something you know the students have participated in at (e.g., ask what they most liked about Orientation)
- Compliment students on their mid-term grades, as appropriate



TAKEAWAYS

How should I proactively advise?

Reflect on Academic Progress

- Utilize Early Alerts and/or Mid-Term Grades

Plan for Degree Completion

- Use Academic Planning tools to help a student see long-term considerations of their semester course choices
- Confirm or discuss a student's program of study
- Utilize SIS tools as necessary: Degree Planning/Evaluation





TAKEAWAYS

How should I proactively advise?

Advise for Semester Courses

- Provide students a list of courses (approx. 2 more than they will register for) to take
- Note which courses must be taken (e.g., ENG 102 if they are currently passing ENG 101; next Math sequence course depending on Program of Study)
- Empower students to create a schedule that works for them



QUESTIONS



EVALUATION

Thank you!

Please remember to complete the event evaluation.
Your comments will help us continually improve the
quality of our programs.

© Copyright 2017 Academic Impressions

Follow us:    67