

Proactive Advising for Student Success | Date 07.12.2016

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Please find a list below of additional resources from the “*Proactive Advising for Student Success*” webcast. These resources will help you to integrate elements of proactive advising into your advising practices. If you wish to print only certain resources, you may click their respective links to jump directly to them in the packet.

Pre-Webcast Resources

1. [Calendar of Conversations](#) – Pages 2-5 – This document outlines the conversations and scheduling of the AcCESS program.
2. [AcCESS Program Agreements \(Florida Atlantic University\)](#) – Pages 6-7 – These documents serve as contractual obligations for the student to meet stated expectations and appropriate policies. Forms are dependent upon student status of good-standing, probationary, required participation, or waived suspension.
3. [AcCESS On-Campus Resource Visit Form \(Florida Atlantic University\)](#) – Pages 8-9 – This form is used to coordinate and analyze the cross-campus resource visits part of the program.
4. [Syllabus Review Sheet](#) – Pages 10-11 – This document allows advisor and student to map out each component of courses with assignments and key dates.
5. [Critical Outreach Points](#) – Pages 12-13 – The speaker outlines critical outreach points for Intrusive Advising in the webcast. This document is a compilation of all the outreach points for you refer to as you design your Intrusive Advising system and outline the critical outreach points for your students.
6. [History of Intrusive/Proactive Advising](#) – Pages 14-16 – This document outlines the history and theory of Intrusive/Proactive Advising. It is based on a 2012 Academic Impressions webcast with Jennifer Varney.
7. [Bibliography for Intrusive Advising](#) – Page 17 – This document provides a list of references for learning more about Intrusive Advising.
8. [Higher Ed Impact article: “Parking Garage Advising: How Florida Atlantic is Test Driving a New Approach to Advising Commuter Students”](#) – Pages 18-19 – Representatives from Florida Atlantic University outline their intrusive advising practice targeted to commuter students. The article provides strategies, successes and failure in implementing this type of proactive approach. Can be accessed here: <http://www.academicimpressions.com/news/parking-garage-advising-how-florida-atlantic-test-driving-new-approach-advising-commuter>

Responsibilities/expectations during the advisement process

Students:

- Be an active learner by fully participating in the student experience
- Be willing to clarify personal goals and values
- Become aware of and follow institutional policies, procedures, and requirements
- Attend and participate in class. Study and track your progress in all current classes while taking responsibility for all grades received
- Follow through with appropriate suggestions after a coaching/advising meeting
- Come to each coaching/advising appointment on-time, prepared with questions and material for discussion
- Read all communication (i.e., mail, email, push notifications, text messages) from coaches/advisors and respond in a timely manner
- Be mindful of the need to work with coaches/advisors during posted office hours
- Be aware of your student rights and your ability to use your voice
 - Take the initiative to make other arrangements when necessary
 - Ask questions for clarification

Coaches/Advisors:

- Build trust and rapport with each student; treat each student with respect
- Help develop a realistic educational plan consistent with abilities and interests
- Assist by interpreting/explaining instructional policies, procedures, and requirements
- Make proper referrals when necessary (i.e., Counseling, Financial Services, etc.)
- Provide information about and strategies for utilizing the available resources and services on campus
- Assist in understanding the purposes and goals of higher education and its effects on your life and personal plans
- Explain and clarify the function of the institutional requirements, pathways, and electives
- Explain and clarify transfer requirements to partner institutions
- Be accessible through scheduled appointments, office hours, telephone calls, and emails
- Participate in Coaching/Advisor training sessions to keep up to date on current information that benefits students
- Comply with the Federal Education Rights and Privacy Act and other university regulations to maintain confidentiality of students' educational records
- Guide students toward achieving and/or maintaining good academic standing

| 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> |

| | | | |
|--|---|---|---|
| <p>3, 4, & 5 DISCOVER</p> | <p>Essential Time Management, Study Skills, & Test Taking Skills</p> | <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> |
| <p>6 DISCOVER DREAM</p> | <p>Career Development</p> | <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> |
| <p>7 & 8 DESIGN</p> | <p>Mid-Semester Reality Check</p> | <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> |

| | | | |
|---|--|---|--|
| 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> |

As a student on **academic probation** I understand that I am required to join the ACCESS Program which mandates my full participation in all activities my assigned ACCESS academic coach/advisor (AAC/A) specifies below.

❖ I agree to meet with the ACCESS Academic Coach/Advisor (AAC/A) at a scheduled reoccurring time throughout the semester TBD at the first meeting.

❖ I agree to attend and complete all **ACADEMIC components** as recommended by my AAC/A, which include ALL of the following as indicated:

- ☐ ACCESS Academic Workshops (Time Management, Study Skills, Test Taking Strategies)
- ☐ Academic Support: Course 1: _____ Course 2: _____
(Tutoring, Supplemental Instruction, Writing Center Consultations, and/or Math Learning Center)
- ☐ Faculty Mentoring
- ☐ Financial Literacy Workshop

❖ I agree to attend and complete all **CAREER components** as recommended by my AAC/A, which include ALL of the following as indicated:

- ☐ SLS 1301: Career & Life Planning Course
- ☐ Career Counseling
- ☐ Intro to Career workshop

❖ I agree to prepare for and attend all classes. I will arrive to class on time, stay for the duration of class and be subject to random attendance spot checks by my AAC/A. _____

❖ I understand that the ACCESS Program has the right to place a ZS hold on my account which will prohibit me from making any changes to my schedule. _____

❖ I will immediately make my AAC/A aware of any unsatisfactory academic performance that would/could have an adverse impact on my academic success. _____

❖ I understand that I am required to adhere to the standards set forth in the University's Student Code of Conduct. _____

❖ I authorize the release of ACCESS advising/career counseling/tutoring records to ACCESS Professional staff. _____

❖ I will discuss with my AAC/A the amount of time I spend each week on employment/volunteer responsibilities. _____

❖ I understand that in order for my probation status to be removed, both my cumulative and semester GPA must be a 2.0 or above. _____

❖ I understand that I must earn a minimum semester GPA of 2.0. Failure to do so will result in my
_____ from FAU. _____

ACCESS Program
No-Show & Cancellation Policy
www.fau.edu/access access@fau.edu

*The term 'appointment' refers to scheduled services through ACCESS, such as:
ACCESS Academic Advising/Coaching (AAA/C) appointments and Academic Workshops.*

- ❖ It is solely your responsibility to know the date and time of your appointment(s). _____
- ❖ It is solely your responsibility to cancel your appointments prior to the start time **only if absolutely necessary** (contact your AAC/A to ensure your reason for cancelling is approved. Scheduling other events during your appointments, needing to study for a different class, etc. are not considered appropriate reasons for cancelation.) Academic coaching/advising appointments **must** be cancelled via FAU email and in the form of a phone call to the appropriate coach/advisor prior to the start time. _____
- ❖ Your first no-show, whereby you fail to cancel a scheduled appointment, will result in a no show courtesy warning sent via FAU email. The second no-show may result in the termination of your learning contract and dismissal from the ACCESS Program. _____
- ❖ If all other ACCESS Program component activities that you are required to attend as indicated in your signed learning contract are not met, this may result in the dismissal from the ACCESS Program. _____
- ❖ If exceptional circumstances do occur during the semester of your participation in the ACCESS Program, communication and advance notice with your ACCESS Academic Coach/Advisor is required. _____
- ❖ It is solely your responsibility to adhere to the specific cancelation/no show policies of the coordinating offices that will be assisting in providing you with support (including, but not limiting: Career Center, CLASS, UCEW, faculty mentors). _____

I have read and understand the conditions of my academic status and my responsibilities while in the ACCESS Program. I have had the opportunity to ask questions about this contract and discuss it with the AAC/A. I realize that these terms are provided with the intent to help me achieve success while in the ACCESS Program and ultimately at FAU.

Print Name: _____ Z-Number: _____

FAU Email: _____ Cell Phone: _____

Signature: _____ Date: _____

ACCESS Advisor/Coach's Signature: _____



On-Campus Resource Visit Form

Student Name _____

Z# _____ Advisor _____ Date _____

A **minimum of 2 on-campus resource visits** must be completed. Please choose one office/center from each of the boxes below to visit. Use a separate form for each visit. After you complete each visit, please answer the questions on the back of this form.

Choose one from box below:

AND

Choose one from box below:

- ☐ Office of Multicultural Affairs (SS 224)
- ☐ Student Health Services (SS bldg, Above Starbucks)
- ☐ Center for Teaching & Learning/CLASS Office (GS 223)
- ☐ Weppner Center for Civic Engagement and Service (WCCES) (SS 225)
- ☐ Office of Health and Wellness Education (SS 222)
- ☐ Counseling Center (SS 229)
- ☐ Recreation & Fitness Center

- ☐ Library
- ☐ Student Involvement & Leadership (UN 218)
- ☐ Career Development Center (SU 220)
- ☐ Office of International Programs (GS 212Q)
- ☐ Office of Financial Aid* (SU 233)
- ☐ Office for Students with Disabilities (OSD) (SU 133)
- ☐ Housing and Residential Life Office
- ☐ Other _____
(Must confirm with your advisor *prior* to your visit)

*** By appointment only**

Faculty/Staff Signature _____ Date _____

1. What is at least one thing that you learned today that you found to be significant?

2. How will you apply what you've learned from your visit to your life?

3. How helpful was the visit?

not helpful at all 1 2 3 4 5 6 7 8 9 10 extremely helpful

4. Do you feel that you will be returning to utilize this office at some point during your time at FAU? Why or why not?

Syllabus Review

NAME: _____

| Course: | | Professor: | | | |
|---------------------------------|--------|------------------|------------|--|--|
| | Number | % of Final Grade | Due Dates: | | |
| Tests | | | | | |
| Quizzes | | | | | |
| Papers | | | | | |
| Presentations | | | | | |
| Assignments/Other Graded Work | | | | | |
| Participation | | | | | |
| TOTAL GRADED ACTIVITIES: | | 100% | | | |

| Course: | | Professor: | | | |
|---------------------------------|--------|------------------|------------|--|--|
| | Number | % of Final Grade | Due Dates: | | |
| Tests | | | | | |
| Quizzes | | | | | |
| Papers | | | | | |
| Presentations | | | | | |
| Assignments/Other Graded Work | | | | | |
| Participation | | | | | |
| TOTAL GRADED ACTIVITIES: | | 100% | | | |

| Course: | | Professor: | | | |
|---------------------------------|--------|------------------|------------|--|--|
| | Number | % of Final Grade | Due Dates: | | |
| Tests | | | | | |
| Quizzes | | | | | |
| Papers | | | | | |
| Presentations | | | | | |
| Assignments/Other Graded Work | | | | | |
| Participation | | | | | |
| TOTAL GRADED ACTIVITIES: | | 100% | | | |

| Course: | | | Professor: | | | | |
|---------------------------------|--------|------------------|------------|--|--|--|--|
| | Number | % of Final Grade | Due Dates: | | | | |
| Tests | | | | | | | |
| Quizzes | | | | | | | |
| Papers | | | | | | | |
| Presentations | | | | | | | |
| Assignments/Other Graded Work | | | | | | | |
| Participation | | | | | | | |
| TOTAL GRADED ACTIVITIES: | | 100% | | | | | |

| Course: | | | Professor: | | | | |
|---------------------------------|--------|------------------|------------|--|--|--|--|
| | Number | % of Final Grade | Due Dates: | | | | |
| Tests | | | | | | | |
| Quizzes | | | | | | | |
| Papers | | | | | | | |
| Presentations | | | | | | | |
| Assignments/Other Graded Work | | | | | | | |
| Participation | | | | | | | |
| TOTAL GRADED ACTIVITIES: | | 100% | | | | | |

| Course: | | | Professor: | | | | |
|---------------------------------|--------|------------------|------------|--|--|--|--|
| | Number | % of Final Grade | Due Dates: | | | | |
| Tests | | | | | | | |
| Quizzes | | | | | | | |
| Papers | | | | | | | |
| Presentations | | | | | | | |
| Assignments/Other Graded Work | | | | | | | |
| Participation | | | | | | | |
| TOTAL GRADED ACTIVITIES: | | 100% | | | | | |

Critical Outreach Points in Intrusive Advising

Critical Outreach Points List

- Pre-Term
 - Advising Syllabus
 - Scheduling Holds
 - Pre-Term Classes (GUTS, Jump Start)
 - Cold Calls/Emails
 - By At-Risk Group (You Define)
 - Prerequisite Checks
 - “Killer Combinations”
 - Class Schedule To Major Comparison
 - Class Load To GPA Comparison
 - Competitive Major/ GPA Reality Check
 - Others Specific to Your Institution
- During Term
 - Mid-Term Grades
 - Non-Completers
 - Non-Attendance
 - Early Warning Flags
 - Increase Collaboration/Strengthen Communication
 - SAP Appeal
 - Second Bachelor Degree Form
 - Change of Degree from AA to BA
 - Part-Time/Full Time Impact
 - Financial Aid Impact of Adding and Dropping Courses
 - Others Specific to Your Institution
 - Additional
 - After Greek Rush
 - After X Amount Of Credit Hours
 - After X Times Changing Their Major
 - After The Sports Season
 - Pending graduating candidates
 - Others Specific to Your Institution
- End of Term
 - Academic Action Interventions (Semester GPA)
 - Academic Action Interventions (Cumulative GPA)
 - Academic Warning
 - Academic Suspensions

- Academic Dismissals
 - Interventions based on Semester GPA
 - Summer GPA recovery
 - Medical Withdraw/After The Term
 - Fresh Start
 - Incomplete Grades
 - Between First And Second Semesters
 - Between Academic Years
 - Others Specific to Your Institution

Intrusive/Proactive Advising: History and Model

History

What has advising traditionally looked like?

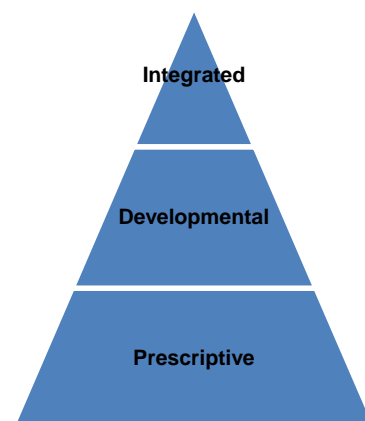
- Advising began in the colonial period when faculty acted in place of parents
- Late 1820s Kenyon College introduces first formal system of advising
 - Fillippino, Barnett & Roach, 1999

Traditional Models of Advising

- Prescriptive
 - Authoritarian relationship
 - Advisor makes diagnosis
 - Student follower prescription
 - Good for explaining policies, planning courses
 - Lacks student involvement
- Developmental
 - Shared responsibility between student and advisor
 - Promotes initiative and growth in student
 - Time and training-intensive
- Integrated
 - Best of both models
 - Policies are clearly communicated to students
 - Student involvement when practical

Intrusive /Proactive Advising

- Began with the work of Robert Glennen in 1975
 - Sought to blend advising and counseling
 - Provide students with information before they request it and build a relationship with student at the same time
- Glennen's Work
 - Used a volunteer group of faculty to pilot project
 - Given training on both advising and counseling
 - Pre-admission counseling, matriculation & scheduling
 - Studied student files for potential signs of distress
 - Academic & family history, etc.
- Glennen's Model



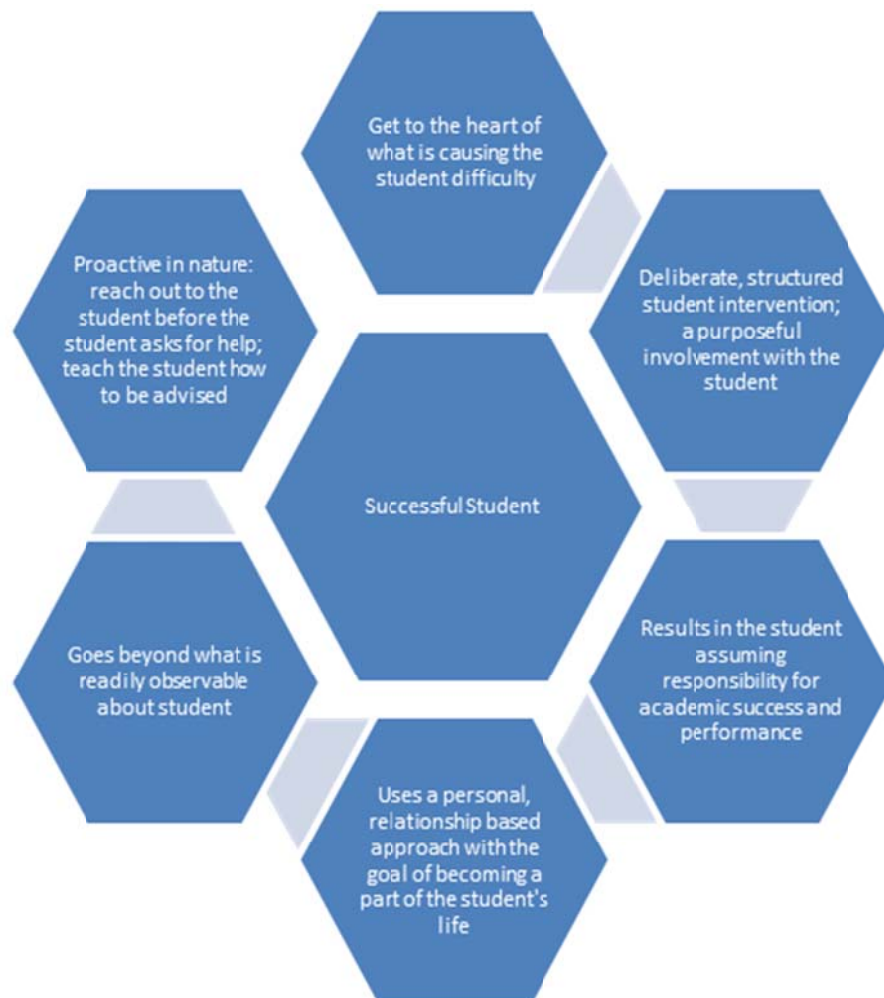


- Defining Proactive Advising Today
 - Deliberate intervention to enhance student motivation
 - Use strategies to show interest and involvement with students
 - Intensive advising designed to
 - Increase the probability of academic success
 - Educate students on all options
 - Approach students before “situations” develop
 - “A deliberate, structured student intervention at the first indication of academic difficulty in order to motivate a student to seek help.”
 - “Utilizes the good qualities of prescriptive advising (experience, awareness of student needs and structured programs) and of developmental advising (relationship to a student’s total needs).” Earl 1987
 - “Having a more personal than professional approach, incorporating intervention strategies that allow the advisor to become an active part of the student’s life...helping the student to stay motivated.”
 - “Personal relationship encourages students to be more responsible for their own academic performance” Cruise, 2002

Benefits of the Model

- Facilitate informed, responsible decision making
- Increase student motivation toward activities in his or her academic or social community
- Ensure the probability of student academic success
- Students are more inclined to keep up with their work if they know an advisor will contact them
- Students receive necessary connection to university retention services
- Students are referred to needed support services
- Reinforces the message that someone cares

The Model



“Intrusive Advising is about getting to the heart of what is causing difficulty for a student and recommending the appropriate intervention” Earl (1987)

“With intrusive advising, the institution takes the initiative in working with students and not waiting for them to come forward when they experience difficulties” Glennen (1975)

Adapted from an Academic Impressions presentation given by Jen Varney on Aug 2 2012.

References/Extra Resources

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Parking Garage Advising: How Florida Atlantic is Test Driving a New Approach to Advising Commuter Students

Date Published: February 18, 2015

by Lisa Cook, Academic Impressions

Why We're Taking a Close Look at FAU

Recently, Florida Atlantic University has piloted several innovative strategies for providing students more timely advising and support. This fall, FAU's University Advising Services office started a resident hall outreach but struggled to come up with a plan to reach out to commuter students, who frequently attend part-time and only in the evening due to work and family commitments. Historically, all university offices closed at 5, which posed an additional challenge to reaching out to students with full-time jobs. The reality is that commuter students, who are often part-time, take longer to graduate, making outreach to that population especially critical. We talked with Joe Murray, director of University Advising Services, to learn more about the initiative.

Taking Advising to the Parking Garage

The idea to reach out to commuter students was the brainchild of Florida Atlantic University academic coach and advisor Jennifer Coisson, who herself had once been a commuter student and knew that commuter students often miss out on campus support services. Yet outreach to these students is difficult because FAU doesn't have commuter lounges or any one spot on campus where commuter students congregate.

Except the parking garages.

"The only place they are in their cars and that's where we should be finding them," she told colleagues at a brainstorming session.

Joe Murray, the director of University Advising Services, brought the idea up to campus leadership at a holiday party at the university president's house. Murray suggested they roll out the outreach for the Fall 2015 semester, but the provost liked the idea so much that he said, "Let's do it now."

That gave Murray three weeks to get everything in place.

Get Wise: Advising on the Go

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Get Wise: Advising on the Go was ready by the first day of the Spring 2015 semester. Advisors met students in the parking garage as they arrived on campus in the morning and again from 5-7 pm as evening students arrived. Advisors set up a table out front with bottled water, food, and giveaways like stress balls.

The garage's security booths, located between the entrance and exit, serve as small offices for advisors and students. The booths have computer access, are air-conditioned and are even equipped with small bathrooms.

The parking garage initiative is modeled after the advising office's existing residential hall outreach, also rolled out this year, which includes support services placed in Glade Park Tower (GPT) and assignment of an academic advisor to every first-year residence hall floor. An after-hours program, known as Get Wise @GPT, combines student support services in a designated space, providing tutoring, academic and career counseling, and writing services to residents of the Glade Park Tower. Advisors are also assigned to a floor and have partnered with the resident assistants on those floors to reach out and establish relationships with students.

University Advising is playing a similar role in the parking garage project. Murray says the parking garage offices are not intended for intensive one-to-one advising, but triage: allowing advisors to reach out to commuter students to build relationships and let students know advising is available. They can also answer questions, schedule an appointment with the main office for students who need a more in-depth advising session, and make referrals to the major specific advising offices. Pamphlets from other student support offices (such as health services and financial aid) are available, and advisors can also schedule student appointments in other offices such as Counseling and Psychological Services and Tutoring.

3 Examples of this Approach in Action

Murray offers three examples of issues that Advising on the Go has addressed this year.

Issue 1: Commuter students who have transferred in with an associate degree but are having trouble finding and utilizing resources:

A student who transferred to FAU this spring found answers to her questions about required courses and registration in the Advising on the Go office. The commuter student had participated in a virtual transfer orientation, met with her faculty advisor, and received a list of required courses, but faced with registration on her own, forgot the instructions (which were different from her registration process at her previous college) and found she needed further support. As an evening student with a busy 8-5 life, she was also having trouble finding an available

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schedule a formal meeting to choose the next semester's classes in March when classes are all released. "A student like this needs a little more handholding from time to time," advisor Roy Kaplan explains.

Issue 2: Students who are interested in transferring in but who haven't been able to obtain enough detailed information about academic programs:

Another student who was interested in transferring to FAU stopped by the office to ask about pre-med programs. She felt as though she had received pieces of information but remained unable to assemble them into a big picture. The advisor explained FAU's neuroscience degree and why it would benefit her on the MCAT, and provided links to other departments. He also offered to liaison a meeting to discuss career counseling with the career services center, and the student is now strongly leaning toward enrolling at FAU.

Issue 3: Students who dropped out of college but are thinking about returning:

Advising on the Go addressed the needs of a student who had stopped attending classes a few years ago to focus on his landscaping business. "Originally he was only going to leave school for a semester but when considering re-enrolling, found it near impossible to meet with an advisor, financial aid counselor and admissions expert based on his daily 8-5 schedule," Kaplan notes. The student prefers in-person meetings. Kaplan told the student how to reapply, verified the student's eligibility to enroll in the business program, and supplied information regarding financial aid and a contact in that office. The student told Kaplan that he would have reenrolled years ago had the process been as direct and simple as it now is.

The Practical Considerations

The Get Wise: Advising on the Go program is one step in Murray's effort to bring the [appreciative advising](#) model to FAU. Both of FAU's Get Wise programs (Get Wise: Advising on the Go in the parking garages and Get Wise: @GPT in the residence hall) foster two steps in the process of building rapport and creating the safe, welcoming space that students need at times that are responsive to student schedules.

In the residence hall model, students can come to the designated GPT space where multiple services are available from 4-9. With Advising on the Go in the garages, a dedicated advisor will work from 5 to 7 pm one night per week in each of the campus' two parking garages.

This outreach has allowed students to voice their need for services beyond the 8-5 schedule, and the university community is responding.

The Student Services building has expanded its hours from 8 am until 6 pm to extend evening support to students. That impacts the office of admissions, financial aid, career services, academic advising, visibility services, parking, the registrar, and the controller's office. Murray also hopes that students will take advantage of the GPT space in sufficient number to justify opening similar outreach centers in the other residence halls.

The cost of the program has been minimal, Murray explains, and the biggest practical challenge has been finding staff willing to work at night. The original plan had been to change hours from 8-5 to 9-6, but traffic patterns quickly quashed that idea. Instead, staff will stagger their hours, keeping costs minimal. For example, staff who work evening hours can leave early on Friday afternoon with their supervisor's approval. The commuter services office provided snacks for the tables early in the semester and will do so again during midterm and probably finals week.

The unusual move to this just-in-time model has also sparked some concerns and criticism. Some (not at FAU) have called the move a desperate effort, but Murray counters that the move is not desperate but is instead about "engaging commuter students and involving them where they're at." Physical location should not determine the value of what advising offers, he explains.

Campuses in colder states may find advising in the parking garage untenable, but there are also other places to find commuter students: the academic library, the student union building, etc. Each institution needs to examine their own students' advising needs and patterns of using advising services, and be willing to think outside the box to find timely ways to serve commuter students.

The response from students has been overwhelmingly positive. "It has struck a chord that there is a need and students are coming up and having conversations," Murray notes.

This is a new pilot, and at Academic Impressions we are excited to watch this initiative grow and see what impact it has on students' academic success and completion rates.

Where Are YOU Advising "On the Go"?

Has your institution adopted an appreciative advising model? What are you doing to provide proactive advising to your students? If you serve a nontraditional or commuter population, or if you just need to provide timelier advising to your traditional student population, are there options for being more creative with office hours—or, as Joe Murray has, with office location or methods of delivering advising?

Here are some additional articles featuring creative and proactive approaches to academic advising, highlighting approaches that *work*. We hope these will be useful to you!

- [The First Critical Outreach Point in Intrusive/Proactive Advising](#)
- [7 Ways Advisors Can More Effectively Engage Online Students](#)
- [Email Advising: Doing it Wrong, Doing it Right](#)
- [A Diagnosis for Academic Advising: 3 Missed Opportunities](#)

We also recommend Joe Murray's upcoming webcast [Intrusive Advising to Improve Student Success!](#)

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