PROACTIVE ADVISING FOR STUDENT SUCCESS

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ACADEMIC IMPRESSIONS

JOSEPH MURRAY, MSHR

- Director of Undergraduate Advising, 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

ACADEMIC IMPRESSIONS 2

JESS TUCK, Ph.D.

- Director of the Academic Coaching and Career Enhancement for Student Success (ACCESS) Program & Project Director of FAU's U.S. Department of Education Title III Grant.
- Certified Appreciative Advisor
- National Appreciative Trainer and Consultant
- jtuck@fau.edu

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LEARNING OUTCOME

After participating...

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

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AGENDA

- Are students "at-risk" or waiting to be engaged?
  - Defining proactive advising
- Skills for proactive advising
  - Coaching strategies
  - Engaging students in the process
- Best practices in proactive advising
  - Content
  - Delivery of information in student meetings
- Timing
  - Critical outreach points
  - Building a communications plan
  - Assessing student needs
- Tips and resources

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POLL

What is your student to advisor ratio?

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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)

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ARE STUDENTS "AT-RISK" OR "WAITING TO BE ENGAGED"?

ACADEMIC IMPRESSIONS 8

WHO?

Do not let language
limit your thinking!

WHO?

Students who are waiting
to be engaged!

PROACTIVE ADVISING & RETENTION DEFINED

"...the INSTITUTION takes the initiative in working with students and not waiting for them to come forward when they experience difficulties." (Glennen, 1975)

"...is about getting to the heart of what is causing difficulty for a student and recommending the appropriate intervention." (Earl, 1987)

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WHY?

- Academic advising is the only structured activity on the campus in which all students have the opportunity for on-going, one-on-one interaction with a concerned representative of the institution. (Habley, 1994)

- Retention research shows that contact with a significant person within your institution is a crucial factor in a students decision to remain. (Heisserer & Parette, 2002)

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THE ISSUES WE NEED TO CONFRONT

6-Year Graduation Rates
- Four-Year Private Institutions – 65%
- Four-Year Public Institutions – 55%
- Two-Year Public Institutions – 27%
- Four-Year Private, For-Profit Institutions – 22%
- Foster Youth – ~2% (Depending on Study)

U.S. Department of Education, National Center for Education Statistics. (2013). *The Condition of Education 2013* (NCES 2013-037), Institutional Retention and Graduation Rates for Undergraduate Students.

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CONFRONTING THE ISSUES CONTINUED

6-Year Graduation Rates from 4-year institutions by race/ethnicity
- Asians/Pacific Islanders – 67%
- Whites – 60%
- Hispanics – 49%
- Blacks – 40%
- American Indians/Alaska Natives – 38%

U.S. Department of Education, National Center for Education Statistics. (2013). *The Condition of Education 2013* (NCES 2013-037), Institutional Retention and Graduation Rates for Undergraduate Students.

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SKILLS FOR PROACTIVE ADVISING

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FAU
ACCESS PROGRAM
Florida Atlantic University

- 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.

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ACCESS
TUTORING

- Individual and/or group tutoring sessions, Supplemental instruction (SI)

- Tutoring in courses that students previously failed or in other historically difficult courses students are taking for the first time

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ACCESS
CAREER
COUNSELING

WHAT CAN I DO WITH THIS MAJOR?

- 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

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ACCESS FACULTY MENTORING

Mentors making a difference

- 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

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ACCESS ADVISING & COACHING

SUCCESS NETWORK

- 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

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ACCESS CALENDAR OF CONVERSATIONS

Week(s)	Theme	Topic	Important Dates/action items for students
1 & 2 DISARM	Start Off Semester Strong	➤ 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	Last day of ADD/Drop: Last day to drop or withdraw with full refund: Withdraw from classes without receiving a 'W': Tuition due: Register for classes Check FAU email Important Financial Aid dates:

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CONTINUED

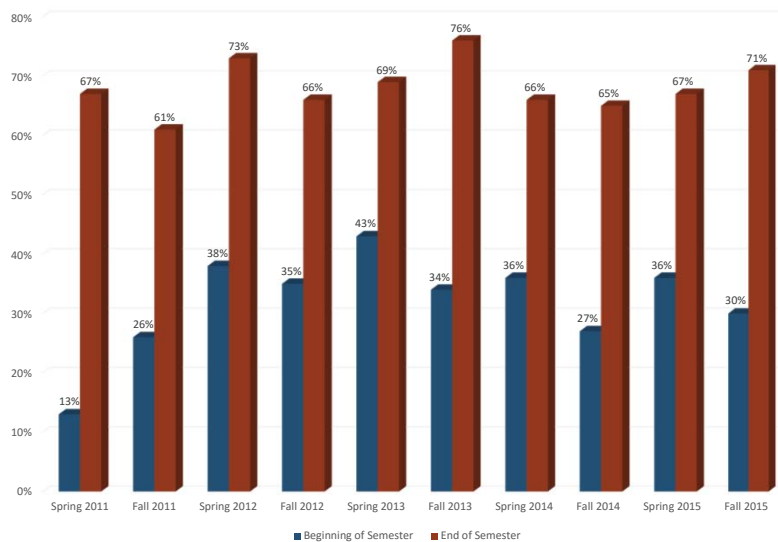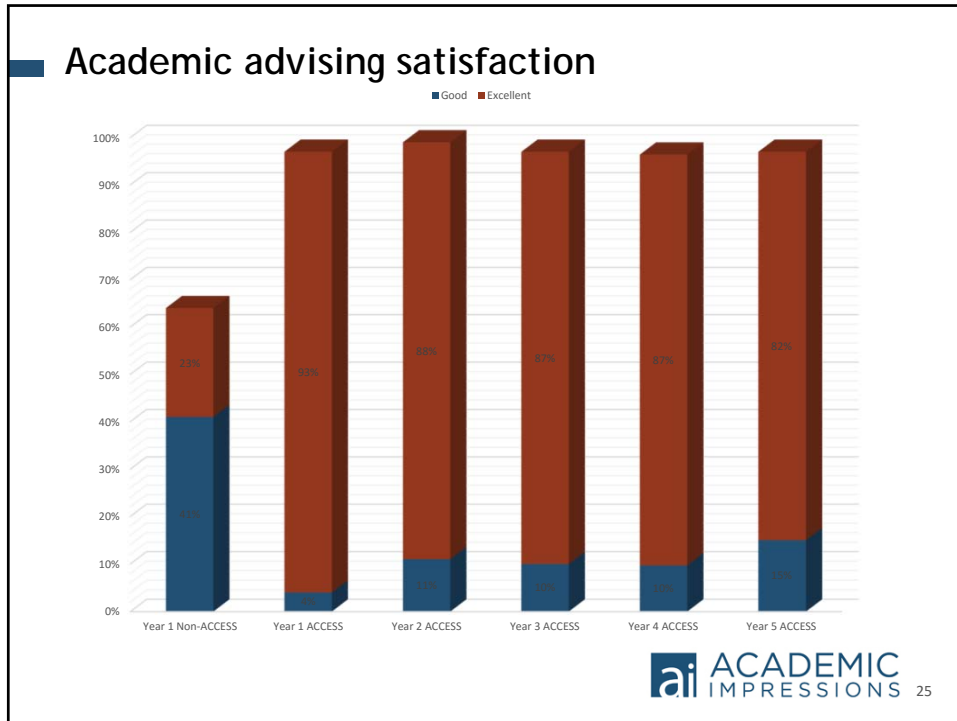| Week(s)	Theme	Topic	Important Dates
3, 4, & 5 DISCOVER	Essential Time Management, Study Skills, & Test Taking Skills	➤ Identify student's strengths, interests and passions ➤ Link student's short term goals to motivation ➤ Bring syllabi for all classes ➤ Bring all grades earned for all classes ➤ Electronic 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	Electronic calendar or daily planner Continue tracking any/all grades received Check FAU email Go to office hours
6 DISCOVER DREAM	Career Development	➤ 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	Select or narrow down major Check FAU email Go to office hours
7 & 8 DESIGN	Mid-Semester Reality Check	➤ 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	Last day to withdraw without receiving an 'F': Check FAU email Go to office hours

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CONTINUED

|			
9 & 10 DESIGN	Peeking Into Next Semester	➢ 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	Check FAU email Go to office hours
11 & 12 DELIVER	Put the Plan Into Practice	➢ Bring all previously due documents ➢ Be prepared to share calendar ➢ Current grades ➢ Tutoring materials/feedback	New perspective on academic direction Check FAU email Go to office hours
13 & 14 DELIVER	Preparing for Finals/Review last week's meeting	➢ Any new ideas concerning major choice ➢ A wish-list of classes for next semester ➢ Know your day to register ➢ Prepare for potential holds	Print out of study sessions, days/times, increased tutoring, etc. Check FAU email Go to office hours
15 & 16 DON'T SETTLE	The Finish Line	➢ 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	Final exams begin: Final exams conclude: All grades will be posted by: Preparation for transition advising meeting next semester Check FAU email Go to office hours

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% of students with term GPA 2.0 or above

	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015
Beginning of Semester	13%	26%	38%	35%	43%	34%	36%	27%	36%	30%
End of Semester	67%	61%	73%	66%	69%	76%	66%	65%	67%	71%

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Academic advising satisfaction

■ Good ■ Excellent

Year 1 Non-ACCESS	Year 1 ACCESS	Year 2 ACCESS	Year 3 ACCESS	Year 4 ACCESS	Year 5 ACCESS

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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+

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ACCESS Program Participation Level Breakdown

High Participation, 19.7%

Non-Participatory, 28.9%

Participant, 23.4%

Low Participation, 28.0%

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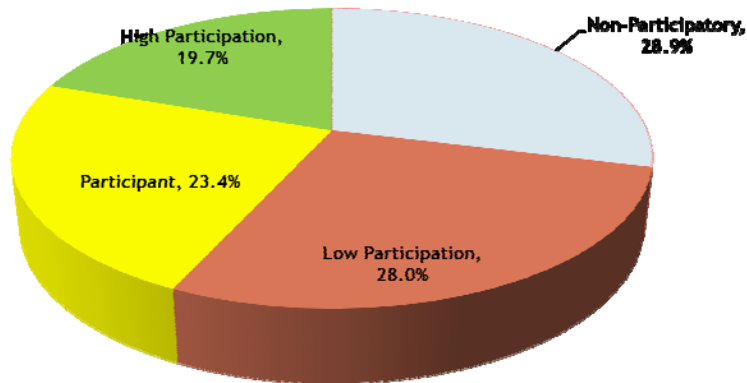
ENGAGING STUDENTS IN THE PROCESS

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

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**CORE
MESSAGES**

Talk to Advising

LABOR Day

Check the App:

http://www.fau.edu/mobile/features.php

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**LABOR
DAY**

Lets
All
Begin
Our
Registration advising

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BEST PRACTICES IN PROACTIVE ADVISING

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HOW?
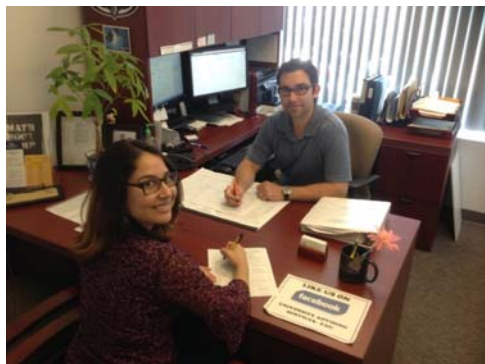
- Curricular
- Financial Aid
- Technology
- Staffing
- Predictive Analytics
- Mentoring

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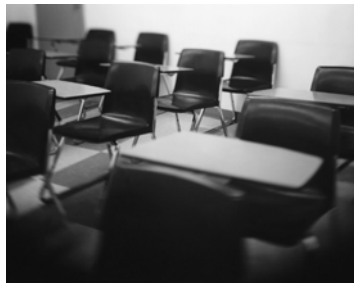### CURRICULAR

- Sprint Classes
  - Electives
  - Core General Education
- Fall Back Sequenced Classes
  - Math
  - Computer Science

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CURRICULAR

- Delivery Formats
  - On-line
  - Hybrid
  - Friday only classes
  - Weekend
  - Evening
  - Block Scheduling
- Early Warning (Pre-Admission to In-Progress)
  - Elaborate and Expensive
  - Simple and Inexpensive

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CURRICULAR

- Advisors cover cancelled classes
- "Faculty in Residence"
- Appreciative Advising by Learning Assistance Faculty
- Extended class schedule for planning purposes

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FINANCIAL AID

- Strengthen Communication
  - Share student notes
  - Petition SAP Appeals
  - Cross-training on Freeze dates, refunds, Max time frame
- Full Service at Orientation
- Book Voucher Automation
- Outreach for Change of Degree from Associates to Bachelors

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TECHNOLOGY

- Advising Portal site for Advising
- Embedded videos
- Social media and Apps
- Sharing student advising notes
- E-Mail/text messages
- QR codes
- Live chat with students or staff
- Internet
- Wiki

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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.

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UNIVERSITY MENTORING

- Department based
  - ACCESS
  - College based programs
  - Student services based programs

- University Wide
  - Self selected
  - STEM students
  - All first year students

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TIMING

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CRITICAL OUTREACH POINTS PRE-TERM

- Advising Syllabus
- Scheduling Hold
- Pre-Term Classes (GUTS, Jump Start)
- Lists of Scheduling Holds
- On-Line Advising & Resource System (OARS)
- Summer Bridge Programs

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CRITICAL OUTREACH
POINTS
PRE-TERM

- Cold Calls/E-mails
  - 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

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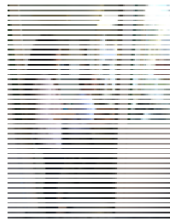CRITICAL OUTREACH
POINTS
DURING TERM

- Mid-Term Grades
- Withdrawal deadlines
- Non-Completers
- Non-Attendance
- Early-Warning Flags
- Intent to graduate mid-semester intervention
- Remote Locations

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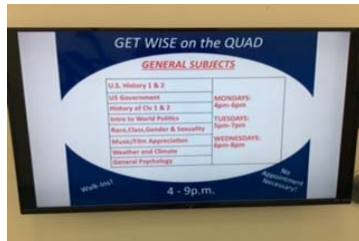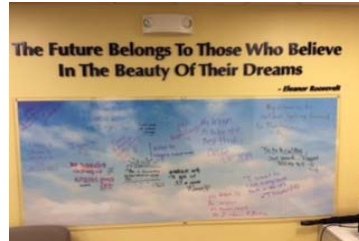
GET WISE ON THE QUAD
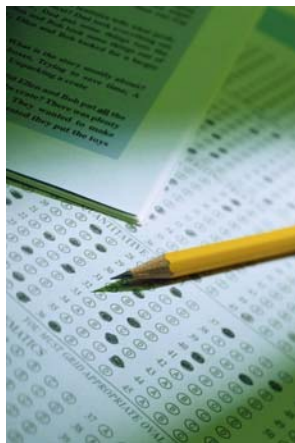

GET WISE ON THE GO!

CRITICAL OUTREACH POINTS DURING TERM

- Additional
  - After Greek Rush
  - After "X" Amount of Credit Hours
  - After "X" Times Changing Their Major
  - After the Sports Season
  - AA application
  - Requested Transcript
  - Not registered for next semester
  - Housing contract
  - Survey data

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CRITICAL OUTREACH POINTS END OF TERM

- End-of Term Interventions
- Academic Action Interventions (cumulative GPA)
  - Academic Warning
  - Academic Probation
  - Academic Suspensions
  - Academic Dismissals
- Intervention Based on Semester GPA, NC (No credit) grades

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CHAT

Which groups or types of students do you need to be "proactive" with?

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BULIDING THE COMMUNICATION PLAN

Owldone and Ready for Orientation
- Inventory the current communication pieces
- What is the objective for each piece?
- Who should deliver it?
- Frequency
- Use your campus marketing resources
- Synergy and momentum
- Take advantage of all platforms

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TARGETED GROUPS

- Expanded possibilities
  - Veterans
  - International
  - Honors
  - Athletes
  - Undecided/undeclared
  - Pre-majors, especially in competitive areas
  - Running out of financial aid
  - Aged -out foster youth

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ASSESSING STUDENT NEEDS

- Look at your institutional data
- Look at the dates withdraws are posted
  - Between first and second semester
  - Between years
  - After midterms
  - After financial aid is dispersed

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COMPREHENSIVE GAP ANALYSIS

	Prevention	Intervention	Recovery
Curricular			
Policies			
Programs			

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TAKE THE CHAINS OFF!

SOMEDAY I'LL BE A UNICORN

Some are Petrified of Change

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And it may not turn out the way you thought.

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

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TIPS AND RESOURCES

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RESOURCES

Resources to help you integrate proactive advising on your campus are in your packet.

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🔑 TAKEAWAYS

Knowledge and examples for integrating elements of
proactive advising into your new and existing advising
practices to improve student success and retention.

- Knowledge about key elements in the proactive advising
  model
- Examples of best practices in proactive advising you can apply
  at your institution
- A list of proactive advising and critical outreach points to help
  you integrate proactive advising at your institution
- Tips for anticipating student challenges particular to your
  institution
- Sample advising syllabus

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❓ QUESTIONS

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EVALUATION

Thank you!

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

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