Advising for Student Retention and Success

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Importance of Retention and Success

- Changes in student motivation and preparedness
- We want students to be successful
- National college completion agenda
- Key aspect of state performance funding plans
Overview

• Advising programs at 3 institutions
• Overview of advising for student success at each institution
• How can you use this information at your institution?
• Discussion and Questions
Advising for Student Retention and Success

Jonathan Millen, Associate Dean
College of Liberal Arts, Education, & Sciences
Lawrenceville Campus

- 3,650 undergraduates
- Academic Divisions
  - College of Business Administration
  - College of Continuing Studies
  - School of Fine and Performing Arts
  - College of Liberal Arts, Education and Sciences

Princeton Campus

- 300 Undergraduates
- Westminster Choir College
Undergraduate Admission Profile

Demographics
• 29% from Outside NJ; 36 States from Hawaii to Maine
• 61 Countries
• 900 Freshmen; 250 Transfers

Freshman Averages
• 3.32 cumulative grade-point average
• SAT: 1600 (1070 Critical Reading + Math)
• ACT: 23

Transfer Average
• 3.00 cumulative grade-point average
Advising

- College-based curriculum
- Department-based advising
- College-based academic coordinators
- Student Affairs: Dean of Freshmen
- University-wide training for new faculty
LAS Advising

• FTF in each program (majors/minors)
• Load ranges from < 5 to > 35
• The GLASS Program
  o From Under-utilized faculty
  o To the Deans Team
What’s in a name?

- Undeclared
- Undecided
- **GLASS:** General Liberal Arts & Sciences Studies
Advising in GLASS: Turning Mirrors into Windows

Exploration ➔

Transition ➔

Immersion ➔

Expansion
**Exploration**

1. Freshman Seminars
2. Linked Academic Advising
3. Peer Mentoring
4. Success Coaching
5. Class Visitation Program
Transition: Declaring a Major

1. Career Ladders
2. Meeting with the Department Chair
3. Assigning a New Academic Advisor
4. Creating a Graduation Plan
Global Studies
What can I do with this major?

International Business
- Management
- Human Resources
- Labor Relations
- Banking and Finance
- Economics
- International Development
- Real Estate

Where You Could Work:
- Domestic and foreign corporations
- Multinational service firms
- Global small and medium enterprises
- Domestic and foreign financial institutions
- International marketing firms
- International airlines

How to get there!
- Learn at least one additional language.
- Spend a semester studying abroad.
- Seek an international internship, even if unpaid.
- Obtain volunteer, part-time, or summer experience at related organizations.

International Relations
Government
- International Law
- Diplomacy
- Foreign Affairs
- Public Service

How to get there!
- Learn to see all sides of a problem, including economic, social, political, and environmental.
- Earn a relevant graduate degree such as international diplomacy, international relations, or law.
- Participate in an overseas mission experience.

Where You Could Work:
- United Nations
- Relief organizations
- Religious organizations
- Non-profit organizations/corporations
- Research institutes
- Foundations

Nonprofit/Government
- Human Services Provision
- Public Health
- Disaster/Disease Relief
- Policy Development
- Program Administration
- Program Evaluation
- Volunteer Coordination

How to get there!
- Study abroad while in school. Learn one or more foreign languages.
- Develop excellent research, writing, communication, and organizational skills.
- Government work in the foreign service requires passage of the Foreign Service Exam, after obtaining a master’s degree or significant work experience.

Journalism
- Foreign News Correspondence
- International Broadcasting
- Reporting
- Editorial/Column writing
- Investigative Journalism
- Research

Where You Could Work:
- Foreign news agencies
- TV networks
- Large circulation newspapers
- Wire services
- Trade newspapers

How to get there!
- Obtain a summer job or internship with a newspaper.
- Demonstrate curiosity, high energy level, ability to produce under pressure, and withstand criticism.
- Develop excellent grammar and writing skills.

For a complete list of what you could do with this major go to:
http://www.rider.edu/packagedmajors/index.html

To schedule an appointment with a Career Advisor:
- Terri Marriott
  T: (609)985-5454
  marriott@rider.edu
- Lauren Nicola
  T: (609)986-5271
  lnicola@rider.edu
Transition: Declaring a Major

1. Career Ladders
2. Meeting with the Department Chair
3. Assigning a New Academic Advisor
4. Creating a Graduation Plan
Immersion: Connected Learning

1. Shadow Experience
2. Internships & Co-ops
3. Independent Study & Research
4. Study Abroad
Expansion: Adding Breadth

- American Studies
- Area Studies
- Event Planning & Production
- Film & Media Studies
- Gender & Sexuality Studies
- Global Studies
- Law & Justice
- Multicultural Studies
- Political Communication
- Social Work
- Sustainability Studies
Challenges

• Encouraging vs. Requiring
• Defining The Scope
• Core/General Education
• Weighing New Ideas – When to Stop
• Competing Programs
• Resources
Additional Resources

• Cross-Divisional Support
• Embedded Career Services
• Grad Assistant
Student Success and Academic Advising

Emanuel D. Pollack
Senior Associate Dean
College of Liberal Arts and Sciences

CCAS 2012
University of Illinois at Chicago

• 15 Colleges / 27,512 students
  • 16,671 undergraduates
  • 10,841 graduate and professional students
• 82 Bachelor’s programs/93 Master’s programs/67 Doctoral programs
• Research expenditures $335M
• One of the most diverse U.S. universities
• 11th of world’s best young universities (Times Higher Education)
• 3rd among U.S. institutions
9,588 Undergraduates
1,339 Graduate Students
2,204 New Freshmen
522 new Transfer Students
Largest Majors: Biological Sciences, Psychology
45 Major Fields of Study
50% of Freshmen Undeclared
30-40% Pre-health Professions
353 F/T Tenure-line Faculty
Who Are Our Students in LAS?

10,000 Freshmen Applications
64% Admitted
38% of Admitted Enroll
14% of enrolled are the U of I President’s Award Program recipients for high performing under-represented students.

Mean ACT: Composite 24
Mean Class Rank: Top 25%
Minimum Transfer GPA (on 36 hours): 3.00/4.00
No one race or ethnicity is a majority
The mission of academic advising at the University of Illinois at Chicago is to ensure successful undergraduate educational experiences. Academic advising is centered in the colleges. The larger advising network assists students with making the transition to college life and guides their informed decisions about the academic priorities, progress, and goals integral to completing degrees and preparing for careers.
**LAS Advising Mission Statement**

The Office of Student Affairs of the College of Liberal Arts and Sciences recognizes that undergraduate students expect to receive a quality education in a quality environment. It is the role of Academic Student Affairs to assure that, in the continuum from admission through graduation, the student's individual educational needs are met while maintaining the academic standards established by the faculty of the College. As a primary source of College information, the staff of LAS Student Affairs promotes and facilitates excellence through academic advising.
Student Success Indicators

Academic Standing
  Stringent dismissal and probation rules

Year-to-Year Persistence
  1\textsuperscript{st} to 2\textsuperscript{nd} year consistent;  2\textsuperscript{nd} to 3\textsuperscript{rd} year problematic (transfer out?)

Graduation Rate (4yr, 5 yr, 6 yr)
  Freshmen vs Transfers
  Upward trend  for all racial/ethnic cohorts

Projected rate improvements resulting from admission changes, advising service enhancements

Post-graduation goals achieved (not measured)
Recent Student Success – Related Improvements In LAS

- Mandatory Freshman Advising
- Junior year Progress Review
- Pre-professional Workshops/Individualized Assistance
- Who’s Next? Tracking and Advising Evaluation
- Mid-term Grades for 100-level Courses
- GPA Re-calculation for Repeated Courses
- Foreign Language Retroactive Credits
- Drop Deadline Extension
- In-time Communication to Students
- Advising as Advocacy
Planned Student Success –Related Improvements In LAS

Assigned Cohort Advising
Starting with Fall 2013 Freshmen
Hiring Commitment

Freshman Small Group Experiences
Global Learning Community Certificate
Chicago Civic Leadership Certificate Program
Success in the City

Freshman-only Seminars/Courses

Liberal Arts and Career Planning

Professional Development for advisors
Campus-Level Advising Resources/Innovations

- UIC Undergraduate Success Center: focus on 1st year
- Campus Success Plan
  - Intentional Tracking and Evaluation via Data Analysis
  - Targeted First-Year Curriculum
  - Support for Student Learning
  - Faculty Engagement
  - Advising in Transition ($1M Commitment)
- Financing College
- Campus Life
- Pre-matriculation: Summer College, Orientation
Some Issues to Resolve

- Retention of Advisors
- Professional Tracks
- Conflicting “Advising” Resources
- Inter-unit Communication (e.g., financial aid, housing, support programs)
- Space

http://www.las.uic.edu/students/current-undergraduate/student-affairs/academic-advising
http://tigger.uic.edu/depts/oaa/advising/
http://www.uic.edu
Advising for Student Retention and Success

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Educating students to shape their lives, their professions, and their societies.
Historical Perspective

• 52 years in existence
• *College in the Cornfields*
  • Allendale, MI
  • Campus growth:
    • Grand Rapids, MI
      1. PEW: 1986
      2. Cook DeVos Center for Health Sciences: 2003
• Then: 200 students
• Today: 24,662 students
• Today: Master’s Degree / Comprehensive University
  • CLAS: 12,000 students - 90% UG
GVSU Advising Structure

• Decentralized model: Each college has its own center
  – The Provost’s office role is to oversee and coordinate the work of the advising committees and centers
  – Communication of initiatives from the President, Provost, and Deans Advising Policy Committee for implementation to ensure high-quality academic advising services are provided to GVSU students.
  – The Provost appoints the AVP to Chair the Dean’s Undergraduate Academic Advising Policy Committee, Academic Advising Directors Implementation Committee, Faculty Undergraduate Advising Committee and any joint meetings of committees within the structure.
CLAS Academic Advising Center (CAAC)

- CAAC director reports directly to Associate Dean
  - Weekly meetings with director
  - Associate Dean attends weekly CAAC staff meetings
  - Invite in groups to share what they are doing and how CAAC can support
  - Liaisons developed with each academic unit for communication
  - New and second year faculty orientation training by Director
  - Director participates in CLAS unit head meetings
CLAS Academic Advising Center (CAAC)

• Shared Model: Advising is shared with faculty
  – CLAS: Faculty advising is part of teaching expectations
  – **Advising is Teaching**
    – Well-established collaboration of advisors and faculty
    – 1st year faculty orientation for CLAS faculty has session on advising by CAAC advising director (try not to have 1st year faculty advise)
    – 2nd year faculty orientation for CLAS faculty has an in depth session
  – Workshops offered for CLAS faculty yearly
  – CAAC Strategic plan aligned with the College’s
Grand Valley State University
Four Year Blueprint for Student Success®

- A graphic document/tool that is used to describe critical “landmarks” successful students achieve or complete on the path to graduation

- Built on the GVSU Student Success Components; (Do Something Guide)
  - Academic Challenge
  - Student Engagement
  - Support Services
Grand Valley State University
Four Year Blueprint for Student Success®

• 1st Year at GVSU: Personal Transition to College
• 2nd Year at GVSU: Exploration of the College Community
• 3rd Year at GVSU: Integration and Involvement in the Larger Community
• 4th Year at GVSU: Transition to Career or Graduate School
Grand Valley State University
Four Year Blueprint for Student Success®

- Academic Advising Centers
- Academic Departments
- Student Academic Success Center
- Living Centers MAs, RAs
- Career Counselors
- Career Services
- Student Life
- Faculty advisors and Transitions speakers
Student Retention and Success: Some Recent Initiatives

- MyPath- software interface that creates a user friendly
- MAPworks- survey instrument used with first year students to identify areas of concern (academic, social, emotional, financial)
- High Impact Practices- internships, fieldwork, writing, collaboration, service learning etc..
  - *Do Something Guide* 100% student
  - *Laker for a Lifetime*
    - As a current student, it’s your turn—to contribute to our campus with your talents and your passions, to be fully engaged in your communities, and to care for those around you, your Laker family.
Student Retention and Success: How the Shared Model Functions

• CAAC and Faculty from each unit participate in recruitment of students
  – Visitation days on and off campus
  – Awards of Distinction interviews

• Advisors and faculty collaborate for all FTIAC and Transfer Orientation- same training
  – Part of professional advisor’s duties
  – Faculty stipend

• CAAC participates in international student events and registration- virtual and in person
Student Retention and Success: How the Shared Model Functions

• Faculty participate in FTIAC start up activities
  – Help with move in
  – *Transitions* - “What faculty expect of students”
  – Convocation

• CLAS Associate Dean serves on
  – University orientation committee
  – Transfer research task force as does the CAAC director

• MapWorks- first year students
  – Student life+ advising centers+ faculty
Continuing Challenges

• Faculty advising
  • Professional colleges rely on professional advisors
  • Range of faculty advising effectiveness
  • Faculty concern about MapWorks and their role
• Orientation and Registration
  • Advising students not in discipline
  • Messages about policy
  • Concerned parents
• Records
  • “Big small college”
  • Lot of work falls to unit heads
  • Best ways to implement policy and procedure
• Admissions- targets, standards, seats, transfer, etc
Immediate Next Steps

- Year by year faculty advising checklist
- A Transfer Glossary-linking terms and titles for college offices
- Advising Liaison Lunch-roundtable
- Possible transfer course
References

- CLAS Website
- CLAS ACTS Newsletter
- CLAS Academic Advising Center
- CLAS strategic plan
- NACADA Website
- GVSU Blueprint for Student Success
- Making Achievement Possible  MAP Works
- Laker for a Lifetime YouTube Video
Maximizing Impact

• Identify the challenges on your campus
• What initiatives and ideas from this presentation might work on your campus?
• Commitment: What 1-3 things do you want to do about this when you get back home
• Action planning: How to accomplish what you want to accomplish
Questions?

For copy of PowerPoint:
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