

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





RIDER
UNIVERSITY

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
 - From Under-utilized faculty
 - 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

Where You Could Work:

- United Nations
- Relief organizations
- Religious organizations
- Non-profit organizations/corporations
- Research institutes
- Foundations

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.

General Information and Strategies

- Target larger firms that may be more likely to employ contracting services.
- Develop linguistic skills. Learn a second and third language.
- Demonstrate intercultural competency, sensitivity, and tolerance.

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 language.
- 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.



Where You Could Work:

- Private voluntary organizations
- Nonprofit organizations
- International organizations
- Humanitarian services
- Government agencies with an international focus United Nations

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.

From the Global Studies Department:

- Globalization impacts all potential areas of life and careers
- Negotiating techniques are learned to communicate with others and accomplish goals
- Learn other cultures through Study Abroad, video conferencing or short-term instructive travel experiences
- Take advantage of internships in global trading and economics, global politics, global education and global legal issues

For a complete list of what you could do with this major go to:

<http://www.rider.edu/packaged/majors/index.html>

To schedule an appointment with a Career Advisor:

Terri Marriott
T: (609)895-5454
marriott@rider.edu

Lauren Nicolosi
T: (609)896-5271
lnicolosi@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





COURTESY: UNIVERSITY OF ILLINOIS AT CHICAGO

Student Success and Academic Advising

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

CCAS 2012

UIC
UNIVERSITY
OF ILLINOIS
AT CHICAGO

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**





- UIC**
UNIVERSITY
OF ILLINOIS
AT CHICAGO

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

University Advising Mission Statement

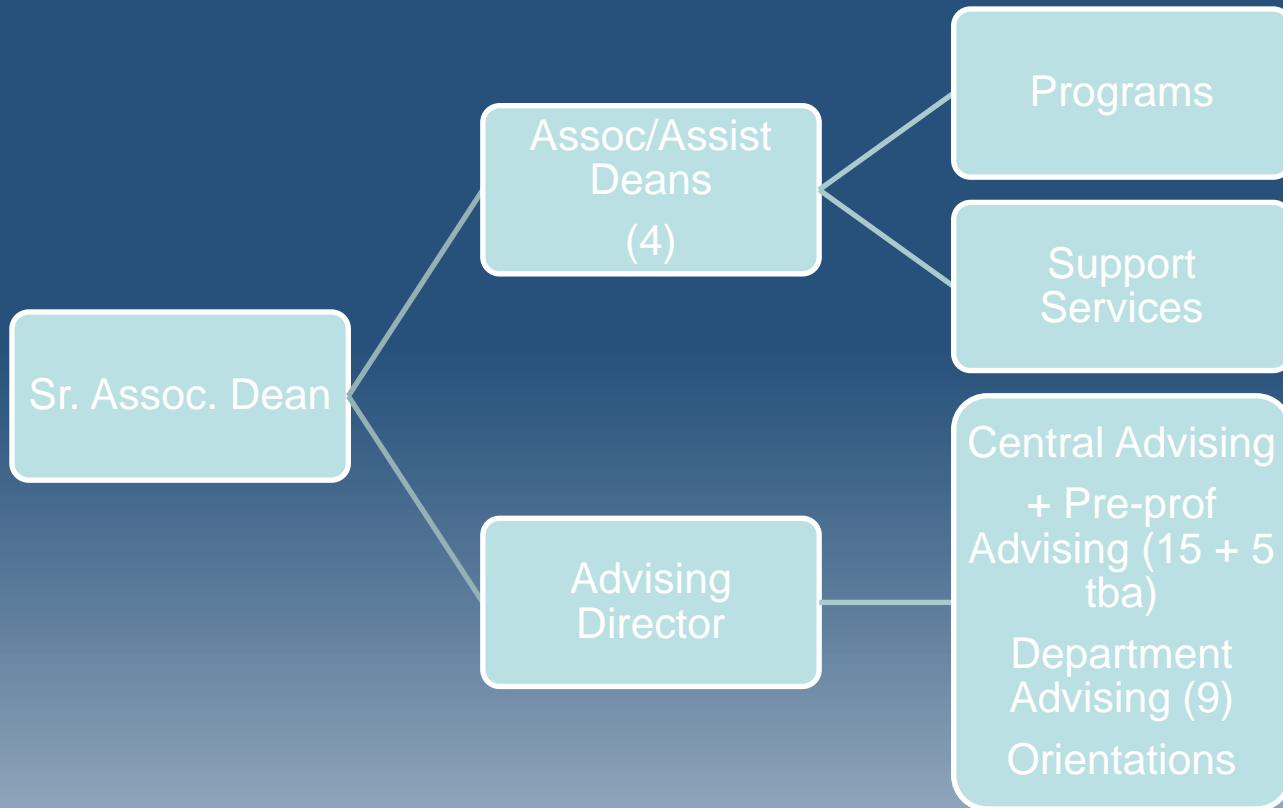
The mission of academic advising at the University of Illinois at Chicago is to ensure successful undergraduate educational experiences. Academic advising is centered in the colleges. The larger advising network assists students with making the transition to college life and guides their informed decisions 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.

Summary Organizational Chart



Student Success Indicators

Academic Standing

Stringent dismissal and probation rules

Year-to-Year Persistence

**1st to 2nd year consistent; 2nd to 3rd 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>

UIC
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AT CHICAGO

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



**GRAND VALLEY
STATE UNIVERSITY**

www.gvsu.edu

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](#)



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STATE UNIVERSITY

www.gvsu.edu

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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East Carolina University