

FORECASTING THROUGH PROACTIVE ADVISEMENT



...almost like using a magic ball

Fall 2016 UNM Advisor Institute
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OVERVIEW

- (1) Non-academic factors affecting students' performance at UNM
(as seen by CAMP)
- (2) Proactive advisement approach
- (3) Application of proactive advisement in the CAMP Model
- (4) Is there something you can do?



They get
here:



But six weeks into
the semester...



What happens?



CHALLENGES

- Academic preparation (YES , but not the only factor)
- Money: financing education and spending behaviors
- Socioeconomic status
- Creating a new social circle
- “City lifestyle”
- Family: expectations, lack of communication, caretaking roles

MORE CHALLENGES

- Unaware of how to navigate college
- Self-esteem, motivation, energy, need for validation
- Adjusting to class size, faculty, lack of recognition in class, workload
- Language: English Language Learners; academic language
- Lack of basic skills: studying, time management, online environment
- Millennial generation

It can happen to ANYONE



ADVISEMENT MATTERS

“Good advising might be the single most underestimated characteristic of a successful college experience” (Light, 2001, p. 81)

“academic advising plays a role in students’ decision to persist and in their chances of graduating” (Pascarella & Terenzini, 2005, p. 404)

“the only variable that has a **direct effect on student persistence** is the quality of a relationship with a significant member of the college community” (Heisserer and Parette, 2002, p. 72)



PROACTIVE ADVISEMENT

Action-oriented approach to involving and motivating students to seek help when needed

(Earl, 1987)

“Focuses on discovering the nonacademic factors that might be preventing students from reaching their full academic potential”

(Varney, 2012)



THE CATCH:

- ADVISORS take the initiative
- Intensive
- Holistic approach to development
- Formerly known as *Intrusive advising*



Getting information to students **before** “something” happens.



PRINCIPLES OF PROACTIVE (INTRUSIVE) ADVISING



- Academic and social integration are strong factors in persistence
- Student learning to overcome challenges with orientation to the college experience– help them navigate the institution and understand expectations
- Orientation that relies **not on student motivation** but provided intrusively based on student needs

(Earl, 1988)

No longer just for “at-risk” students



EXAMPLES AT UNM

- Early Alerts
- Referrals
- Pre-orientation video
- Introduction to degree plans



COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)

- Federally-funded by U.S. Department of Education (5-year grant)
- Recruit and retain students from migrant/seasonal farm working backgrounds to UNM
- Help participants transition from High School to college
- Social, academic, and financial support



OUTREACH AND MONITORING

UNM CAMP Monitoring Process at a Glance			
<p>July</p> <ul style="list-style-type: none"> Assist at New Student Orientation Sessions- may include presentations, tabling, and advising. Review files of incoming students. Prepare for Fall CAMP Orientation and for Fall activities. 	<p>August</p> <ul style="list-style-type: none"> Facilitate Fall CAMP Orientation. Review and sign CAMP participation agreements. Set up times for bi-monthly meetings with students. Start of academic year: confirm class schedules and address housing and financial aid questions. 	<p>September</p> <ul style="list-style-type: none"> Distribute, collect and review first set of Progress Reports (PR) with students. Create a “scenario” GPA with students based on PRs and create <i>Action Plan</i>, if needed (tutoring, studying strategies, faculty hours...). Alert students of deadlines to withdraw classes without a grade. 	<p>October</p> <ul style="list-style-type: none"> Second eight-week session begins: Encourage students who need credit hours to add a class. Promote workshops on campus and any scholarships (ongoing). Follow up on <i>Action plans</i>. Distribute second set of PRs.
<p>November</p> <ul style="list-style-type: none"> Collect and review second set of PRs. Review GPA scenario with students and create <i>Action Plan</i>, if needed. Encourage students to enroll in “Late-Starting” classes if it looks like they’ll need them. Advisement and registration for Spring semester begins. Begin reminders for FAFSA. Alert students of deadline to withdraw classes without Dean’s approval 	<p>December</p> <ul style="list-style-type: none"> Registration for Spring semester continues. Remind students to enroll in “Late-Starting” classes. Determine if there are any particular needs for final exams. Alert students of deadline to withdraw classes with Dean’s approval. Remind students of FAFSA. Retrieve grades for Fall semester. 	<p>January</p> <ul style="list-style-type: none"> Winter break: review grades and contact students who did not make satisfactory progress. Prepare for Spring semester Orientation and workshops for the semester. Classes begin: confirm class schedules. Review and sign probation contracts. Remind students of deadlines to change classes. Finalize preparations for SW HEP/CAMP Leadership Conference. 	<p>February</p> <ul style="list-style-type: none"> FAFSA workshop/s. Remind students of MARCH 1ST priority deadline. Distribute, collect and review first set of Progress Reports (PR) with students. Create “scenario” GPA with students based on PRs and create <i>Action Plan</i>, if needed (tutoring, studying strategies, faculty hours...). Alert students of deadline to withdraw classes without a grade. SW HEP/CAMP Leadership Conference takes place.
<p>March</p> <ul style="list-style-type: none"> March 1st: FAFSA priority deadline. Facilitate mock-interviews with students and review resumes. Facilitate and encourage career exploration during advisement and in coordination with CAMP tutors. Ask students to begin degree plan. Follow up on <i>Action Plans</i>. Second-eight week session begins: Encourage students who need credit hours to add a class. Inform students on Summer Courses 	<p>April</p> <ul style="list-style-type: none"> Distribute, collect and review second set of Progress Reports (PR) with students. Create “scenario” GPA based on PRs and <i>Action Plan</i>, if needed. Alert students of deadline to withdraw classes without Dean’s approval. Advisement and registration for Fall semester begins. Prepare for Transitional workshop. Identify students who need Spring “late-starting courses” 	<p>May</p> <ul style="list-style-type: none"> Registration for fall semester continues. Determine if there are any particular needs for final exams. CAMP Transitional Workshop takes place. Alert students of deadline to withdraw classes with Dean’s approval. Contact and acknowledge graduating Alumni. Distribute CAMP exit questionnaire. End of first academic year for student cohort. Retrieve grades for the Spring semester. 	<p>June</p> <ul style="list-style-type: none"> Report data form academic year. Reach out to potential <i>persisters</i> or students who might have lost lottery scholarship due to low GPA or missing credit hours. Review results from CAMP Exit questionnaire. Prepare for New Student Orientations. Check-in with students from previous cohorts.

“STUDENTS DON’T DO OPTIONAL”

(McClenney, 2012; Donaldson, McKinney, Lee, & Pino, 2016)

○CAMP Activities:

- Tutoring/peer mentoring
- Study hrs.
- Meetings with CAMP advisor

○Social/cultural events

○Progress Reports: September and November

○Workshops (scholarship, STEM-focused, mock-interviews, resume...)





El Centro de la Raza

College Assistance
Migrant Program (CAMP)

College Assistance Migrant Program
Fall 2016 UNM Advisor Institute



Applications of proactive advisement in the College Assistance Migrant Program

EXAMPLES
(HANDOUT)

Challenges affecting student success	Examples of action in CAMP
Strategic communications plan created around semester deadlines	
<ul style="list-style-type: none"> • Academic preparation • Language: English Language Learners; academic language 	<ul style="list-style-type: none"> • Prior to entering UNM, CAMP recruiter provides information about placement exams & tips to prepare. • COMPASS • Assistance in course placement to match skills & interests • Targeted questions during meetings: “Can I ask how did you develop an interest in LATIN?” “How comfortable do you feel with writing?” • Monitoring students’ academic progress through grade reports. • Tutoring: CAPS and CAMP • UNIV 101 CAMP Freshman seminar: Library resources and writing exercises. • Clarify expectations: <i>a high ACT score doesn’t mean you don’t have</i>

RANK 1 (lowest) to 5 (highest)

WHAT ACTIVITIES ARE IN PLACE IN YOUR DEPARTMENT?

WHAT ACTIVITIES COULD YOU IMPLEMENT?



SOME IDEAS

- Pre-advisement worksheets: “What are your hobbies?”
- Student –led events
- Donuts, anyone?
- Videos: “Do you know how to check your financial aid?”
- Social media
- Holds
- Partnerships with faculty
- Prizes



REMINDERS

- Advisors have the power to use the “magic ball” to help students directly and [hopefully] prevent situations that could bring crisis
- Connecting with students takes extra effort but students are responsive to direct contact to receive help (Brown,2010)
- There is always room for improvement in all departments
- Student success is **everyone’s** task



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