FORECASTING THROUGH PROACTIVE ADVISEMENT

...almost like using a magic ball

Fall 2016 UNM Advisor Institute
Diana Martinez-Campos
Sr. Student Program Advisor
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?
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

(Shaffer, 2014; Varney, 2012; Lotkowski, Robbins and Noeth, 2004; Keeling, 2003)
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

(Varney, 2012; Lotkowski, Robbins and Noeth, 2004; Keeling, 2003)
“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
### UNM CAMP Monitoring Process at a Glance

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
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<tbody>
<tr>
<td></td>
<td>Assist at New Student Orientation Sessions—may include presentations, tabling, and advising.</td>
<td>Facilitate Fall CAMP Orientation.</td>
<td>Distribute, collect and review first set of Progress Reports (PR) with students.</td>
<td>Second eight-week session begins: Encourage students who need credit hours to add a class.</td>
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<td>Review files of incoming students.</td>
<td>Review and sign CAMP participation agreements.</td>
<td>Create a “scenario” GPA with students based on PRs and create Action Plan, if needed (tutoring, studying strategies, faculty hours...).</td>
<td>Promote workshops on campus and any scholarships (ongoing).</td>
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<td></td>
<td>Prepare for Fall CAMP Orientation and for Fall activities.</td>
<td>Set up times for bi-monthly meetings with students.</td>
<td>Alert students of deadlines to withdraw classes without a grade.</td>
<td>Follow up on Action plans.</td>
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<td></td>
<td>Start of academic year: confirm class schedules and address housing and financial aid questions.</td>
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<td>Distribute second set of PRs.</td>
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### Outreach and Monitoring

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<thead>
<tr>
<th>Month</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
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<tbody>
<tr>
<td></td>
<td>Collect and review second set of PRs. Review GPA scenario with students and create Action Plan, if needed.</td>
<td>Registration for Spring semester continues.</td>
<td>Winter break: review grades and contact students who did not make satisfactory progress.</td>
<td>FAFSA workshop/s. Remind students of MARCH 1st priority deadline.</td>
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<td>Encourage students to enroll in “Late-Starting” classes if it looks like they’ll need them.</td>
<td>Remind students to enroll in “Late-Starting” classes.</td>
<td>Prepare for Spring semester Orientation and workshops for the semester.</td>
<td>Distribute, collect and review first set of Progress Reports (PR) with students.</td>
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<tr>
<td></td>
<td>Advisement and registration for Spring semester begins.</td>
<td>Determine if there are any particular needs with final exams.</td>
<td>Classes begin: confirm class schedules.</td>
<td>Create “scenario” GPA with students based on PRs and create Action Plan, if needed (tutoring, studying strategies, faculty hours...).</td>
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<td>Begin reminders for FAFSA.</td>
<td>Alert students of deadline to withdraw classes without Dean’s approval.</td>
<td>Review and sign probation contracts.</td>
<td>Alert students of deadline to withdraw classes without a grade.</td>
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<tr>
<td></td>
<td>Alert students of deadline to withdraw classes without Dean’s approval.</td>
<td>Remind students of FAFSA.</td>
<td>Remind students of deadlines to change classes.</td>
<td>SW HEP/CAMP Leadership Conference takes place.</td>
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<td>Retrieve grades for Fall semester.</td>
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### March

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<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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<tbody>
<tr>
<td></td>
<td>March 1st: FAFSA priority deadline.</td>
<td>Registration for fall semester continues.</td>
<td>Report data form academic year.</td>
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<td></td>
<td>Facilitate mock-interviews with students and review resumes.</td>
<td>Determine if there are any particular needs for final exams.</td>
<td>Reach out to potential persisters or students who might have lost their scholarship due to low GPA or missing credit hours.</td>
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<td></td>
<td>Facilitate and encourage career exploration during advisement and in coordination with CAMP tutors.</td>
<td>CAMP Transitional Workshop takes place.</td>
<td>Review results from CAMP Exit questionnaire.</td>
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<td>Ask students to begin degree plan.</td>
<td>Alert students of deadline to withdraw classes without Dean’s approval.</td>
<td>Prepare for New Student Orientations.</td>
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<td>Follow up on Action Plans.</td>
<td>Contact and acknowledge graduating Alumni.</td>
<td>Check-in with students from previous cohorts.</td>
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<td>Second-eight week session begins: Encourage students who need credit hours to add a class.</td>
<td>Distribute CAMP exit questionnaire. End of first academic year for student cohort.</td>
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<td>Inform students on Summer Courses</td>
<td>Identify students who need Spring “late-starting courses”</td>
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“STUDENTS DON’T DO OPTIONAL”

(McClennen, 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...)
### Applications of proactive advisement in the College Assistance Migrant Program

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<tr>
<th>Challenges affecting student success</th>
<th>Examples of action in CAMP</th>
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<td><strong>Strategic communications plan created around semester deadlines</strong></td>
<td><strong>Prior to entering UNM, CAMP recruiter provides information about placement exams &amp; tips to prepare.</strong></td>
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<tr>
<td>• Academic preparation</td>
<td>• COMPASS</td>
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<tr>
<td>• Language: English Language Learners; academic language</td>
<td>• Assistance in course placement to match skills &amp; interests</td>
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<td></td>
<td>• Targeted questions during meetings: “Can I ask how did you develop an interest in LATIN?” “How comfortable do you feel with writing?”</td>
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<td></td>
<td>• Monitoring students’ academic progress through grade reports.</td>
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<td>• Tutoring: CAPS and CAMP</td>
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<td>• UNIV 101 CAMP Freshman seminar: Library resources and writing exercises.</td>
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<td></td>
<td>• Clarify expectations: <em>a high ACT score doesn’t mean you don’t have</em></td>
</tr>
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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.
REFERENCES


