STUDENT PERSISTENCE: A SHARED RESPONSIBILITY

JJ CONN
AND
SHANNON SAAVEDRA
WHAT WE ARE GOING TO TALK ABOUT

it is not only for what we do that we are held responsible, but also for what we do not do.

Moliere

WWW.VERYBESTQUOTES.COM
WHAT IS THE RELATIONSHIP DYNAMIC?

ONCE UPON A TIME...

As ⇒ AS ⇒ aS

TODAY’S REALITY:

As ⇒ AS
WHY IS IT IMPORTANT TO HAVE STANDARDS FOR YOURSELF/ YOUR STUDENTS?

WHAT STANDARDS HAVE YOU ALREADY SET?
COMPARE WHERE YOU STARTED

WHO DO YOU REMEMBER WHO SERVED AS YOUR RESOURCE?

WHO DO YOU RECALL BEING INFLUENTIAL IN YOUR COLLEGE LIFE?
ADVISOR’S HAVE TO ACKNOWLEDGE THE ELEPHANT

STUDENTS DO NOT KNOW WHAT YOUR EXPECTATIONS ARE FOR THEM IF YOU DO NOT TELL THEM.

THESE EXPECTATIONS/STANDARDS OF THE STUDENT’S ROLE SHOULD BE DISCUSSED EARLY ON AND NEED TO BE REPEATED OVER FUTURE SESSIONS.
IT'S ALL ABOUT THE PLUSES

HELP THEM UNDERSTAND THE VALUE OF HAVING A POSITIVE RELATIONSHIP WITH THEIR ADVISOR.
ARE YOU REINFORCING SOFT SKILLS?

• EMAIL

• GOAL SETTING

• DECISION MAKING, ETC.
HAVE YOU GIVEN A GUIDE?

ADVISING SYLLABUS – STUDENT’S NEED AN INVENTORY OF THEIR RESPONSIBILITIES.
ARE WE ALL THE SAME?

STUDENT POPULATION – DO YOU NEED DIFFERENT APPROACHES FOR DIFFERENT “TYPES” OF STUDENTS?

DO YOU KNOW HOW TO RELATE TO THEM?
ARE YOU THE LADDER OR THE CRUTCH?

HIGH EXPECTATIONS - STUDENTS RISE TO THE OCCASION
THE DEEPER THE POOL THE BETTER THE REFLECTION

TEACH STUDENTS HOW TO BECOME REFLECTIVE LEARNERS
TEACHING STUDENTS TO BECOME RESPONSIBLE ADVISEES

• REALISTICALLY ASSESS THEIR ACADEMIC, PROFESSIONAL, AND LIFE GOALS

• EMPLOY CRITICAL REASONING SKILLS STUDENTS MUST BE TAUGHT TO ACCEPT OWNERSHIP OF THE DECISION-MAKING PROCESS AND TO BECOME CREATORS OF THEIR EXPERIENCES.

• UNDERSTAND THAT ADVISING IS A COLLABORATIVE PARTNERSHIP STUDENTS MUST BE TAUGHT THEIR RESPONSIBILITIES IN THE ADVISING PROCESS AND HOW TO FULFILL THEM.
One of the most important keys to success is having the discipline to do what you know you should do, even when you don’t feel like doing it.

(Todd Smith)

www.livelifehappy.com

Teaching students to become responsible advisees cont.

• Observe academic deadlines. Know when to register and when to drop or add classes. Schedule an appointment with your advisor well in advance of these deadlines.

• Be familiar with your curriculum, GPA, and major(s)/minors(s) requirements. Schedule courses each semester in accordance with those requirements.

• Prepare for meetings with your advisor by gathering relevant decision-making information, creating a list of questions and drafting a course schedule.
ADVISEE RESPONSIBILITIES

The advisee is an equal partner in the advising process. As an advisee you are ultimately responsible for your educational choices and decisions. You are expected to:

• Clarify personal values, abilities, interests, and goals for academics and life.

• Contact and schedule regular appointments with your advisor as required or when in need of assistance.

• Prepare for advising sessions and bring appropriate resources or materials. You are to maintain your own advising portfolio including your educational plan and other details.

• Come prepared to your registration advising session with a planned schedule for the forthcoming semester.

• Become knowledgeable and adhere to institutional policies, procedures, and requirements.

• Access and use MyUNM for academic updates, information updating, registration, and other purposes.

• Read your UNM email and other important communications from the university and your advisor.

• Accept responsibility for all decisions made and your graduation requirements.
HOW DO WE TEACH STUDENTS TO BECOME RESPONSIBLE ADVISEES? LOWENSTEIN (1999) ENVISONS THE EXEMPLARY ADVISOR AS SOMEONE WHO:

• TALKS WITH STUDENTS ABOUT COURSES THAT WILL INITIATE THEM INTO THE WORLD OF IDEAS, HELP THEM UNDERSTAND THEIR INTERRELATIONSHIPS, AND TO APPRECIATE THE THINKERS WHO HAVE GONE BEFORE.

• HELPS STUDENTS DISCOVER FOR THEMSELVES HOW COURSES AND IDEAS FROM A VARIETY OF DISCIPLINES COMPLEMENT EACH OTHER AND GUIDE THEM TO DEVELOP AN OVERALL WORLD VIEW.

• SOCRATICALLY CHALLENGES STUDENTS TO EXAMINE THEIR INTELLECTUAL PRESUPPOSITIONS ABOUT LEARNING, WORK, AND THE NATURE OF ADULT LIFE SO THEY CAN CONTINUE TO REFINE THEIR IDEAS.

• MAKES SURE STUDENTS DEVELOP AND UNDERSTAND THE IMPORTANCE OF TOOLS FOR LIFELONG LEARNING.
ADVISOR RESPONSIBILITIES
Advisors are Responsible

- for themselves and their professional practices
- to their educational community
- to higher education
- for involving others
- to their institutions
- to individuals they advise
CHARACTERISTICS OF EFFECTIVE ADVISORS

• INTERESTED IN ADVISING
• DEMONSTRATES A CONCERNED AND CARING ATTITUDE
• EXHIBITS EFFECTIVE INTERPERSONAL AND COMMUNICATION SKILLS
• GET TO KNOW STUDENT TO BETTER FREQUENT CONTACT WITH ADVISEES
• INTRUSIVE BEHAVIOR WITH ADVISEES

• KNOWLEDGEABLE
• MONITORS STUDENT PROGRESS AND HELPS STUDENT FORWARD THINK
• USES CORRECT INFORMATION SOURCES AND REFERS WHEN NECESSARY
• ENGAGES IN DEVELOPMENTAL ADVISING VERSUS SIMPLY COURSE SCHEDULING
• USE PREVIOUS NOTES TO FOLLOW-UP ON STUDENT GOALS, ETC.
RETENTION THEORY AND MODELS

SWAIL'S GEOMETRIC MODEL OF STUDENT PERSISTENCE AND ACHIEVEMENT

- Academic Rigor
- Quality of Learning
- Aptitude
- Content Knowledge
- Critical Thinking Ability
- Technology Ability
- Study Skills
- Learning Skills
- Time Management
- Academic-related extracurricular activities

- Financial Issues
- Educational Legacy
- Attitude toward learning
- Religious Background
- Maturity
- Social Coping Skills
- Communication Skills
- Attitude toward others
- Cultural Values
- Expectations
- Goal commitment
- Family Influence
- Peer Influence
- Social Lifestyle

Financial Aid, Academic Services, Student Services, Recruitment and Admissions, and Curriculum and Instruction

TINTO’S STUDENT INTEGRATION MODEL (continued)

Tinto (1993)—Persistence to graduation and departure are directly influenced by institutional commitment (motivation to graduate from a specific institution) and goal commitment (motivation to earn a college degree).

“Tinto (1993), in highlighting the importance of institutional ‘fit,’ focused student affairs practitioners’ attention on what they could do to help the transition between membership in one of many communities on campus.”

Students who find support for their learning, engage in active learning, and receive frequent feedback are more likely to stay than those who don’t. (Astin, Tinto, Kuh-1984)


CONCLUSION

STUDENTS NEED TO BE IN A INTERACTIVE RELATIONSHIP WITH THEIR ADVISOR(S) IN ORDER TO INVEST FULLY IN THEIR EDUCATION AND THEIR ACADEMIC GOALS.

ADVISORS CAN BE THE IMPETUS FOR STUDENTS FINDING THE INTERIOR MOTIVATION TO PERSEVERE TO GRADUATION.

Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else! - Les Brown