ENHANCING STUDENT SUCCESS THROUGH INTERACTIVE GROUP ADVISING AT WMU

Western Michigan University

Shannon Myers, Senior Advisor Shannon.myers@wmich.edu

Amanda Lozier, Academic Advisor Amanda.lozier@wmich.edu

Who we are:

- Located in Kalamazoo, MI
- 4 year public, Carnegie awarded, research institution
- 23,000 at university; 2,500 undergraduate students in CEHD

How we advise:

- **WMU:** Traditional 1:1 advising model
- Each academic college (8 in total) has their own set of advisors and only advises for those students in their college.
- Priority Registration
- **CEHD:** Advise 40 majors across 4 departments
- Staff consists of: a director, assistant director, two senior advisors, and four academic advisors.
- Drop-ins in the morning, group advising during the registration period, and appointments in the afternoon. In-class advising at request of faculty.

Objective:

To decrease the wait times of students, and increase the number of students that advisors could serve during our heaviest registration periods.

Proposed Solution:

Interactive group advising in computer lab

Rationale:

1. Allow students to take responsibility over their own program and advising, through their online Degree Works audit tool.
2. Students would be able to meet with advisor in a much faster time-frame.
3. Advisors would be able to assist multiple students at once.
4. Students will be able to interact with each other, providing information only students can know.

Phases:

Phase 1: Research best practices for group advising.

Phase 2: Implement group advising with students.

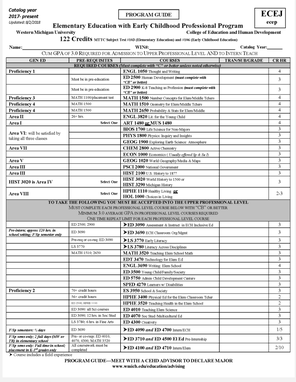
Phase 3: Evaluate feedback, and make changes to the process.

Getting the word out:

- Office picked the theme, created flier, and advisors dressed up to attract student attention.
- Information was posted on building television monitors.

- Emails were sent to students.
- A poster was displayed in the advising office windows.
- Heightened recognition by faculty, resulted in encouraging students in class and email communication.
- First Year Experience classes in CEHD sections were required to attend.

Examples of what students get:



PROGRAM GUIDE — ECEJ

Elementary Education with Early Childhood Professional Program

Western Michigan University — College of Education and Human Development

122 Credits

GEN ED	PREREQUISITES	COURSES	TRANS/EQUIVS	CREDS
Proficiency 1		ENGL 1050 Rough and Tiring		4
	Must be in pre-education	ED 2500 Human Development (must complete with ECE 2500)		3
	Must be in pre-education	ED 2900 A-L Teaching as Profession (must complete with ECE 2900)		3
Proficiency 3	MATH 1110 (placement test)	MATH 1110 Mathematical Concepts for Elem/Middle Teachers		4
Proficiency 4	MATH 1110	MATH 1510 Geometry for Elem/Middle Teachers		4
Proficiency 4	MATH 1110	MATH 2650 Probability & Stats for Elem/Middle		4
Area II	20+ hrs	ENGL 2020 Lit for the Young Child		4
Area I	Select One	ART 1400 or MUS 1400		4
Area VI: will be satisfied by taking all three classes		BIOS 1700 Life Science for Non-Majors		3
		PHYS 1800 Physics: Inquiry and Insights		3
		GEOG 1900 Exploring Earth Science: Atmosphere		3
Area VII		CHEM 2000 Active Chemistry		3
		CHEM 2010 Active Chemistry Lab		1
Area V		GEOG 1020 Global Geography: Media & Maps		3
Area III		PSC 2 2000 National Government		3
Area III		HIST 2100 U.S. History to 1877		3
HIST 2020 is Area IV	Select One	HIST 2020 World History to 1500 or HIST 2250 Michigan History		3
Area VIII	Select One	HPER 1110 Healthy Living or HPER 1120 Fitness		2-3

TO TAKE THE FOLLOWING MUST BE ACCEPTED INTO THE UPPER PROFESSIONAL LEVEL

MUST COMPLETE EACH PROFESSIONAL LEVEL COURSE BELOW WITH "CR" OR BETTER

Admission to ECE requires GPA in PROFESSIONAL LEVEL COURSES REQUIRED

ONE TIME REPEAT ONLY FOR EACH PROFESSIONAL LEVEL COURSE

Pre-intern: approx 120 hrs in school setting, 1½ hr seminar only	ED 3000	ED 3690 assessment & Seminar in ECE Inclusion Ed		3
	Placing at or using ED 3000	ED 3690 ECE Classroom Org/Mgmt		3
	LS 3770	ELS 3770 Early Literacy		3
	MATH 1510, 2650	MATH 3700 Literacy Across Disciplines		3
		MATH 3710 Teaching Elem/Middle School Math		3
		EDT 3470 Technology for Elem Ed		3
		ED 3000 Teaching Diverse Learners		3
		ED 3900 Foundations of Early Childhood Ed		3
		ED 3700 Admin Child Development Centers		3
		SPED 4270 Learners w/ Disabilities		3
Proficiency 2	No credit hours	ES 2950 Medical & Society		3
	No credit hours	HPER 1400 Physical Ed for the Elem Classroom Teac		2
	20 +/- hrs	HPER 1920 Teaching Health in the Elem School		2
	ED 3000, all ECE courses	ED 4910 Teaching Elem Science		3
	ED 3000, CI Ass. in Sec Stud	ED 4870 Sec Stud Mathematical Ed		3
	LS 3770, Ass. in Sec Lit.	ED 4200 Student(s)		3
1 Up semesters: 1 days	ED 3000	ED 4090 and ED 4700 Intern/Sem		1-5
2 Up semesters: 2 days (ECE or ED 4700 or ED 4090 or ED 4910, 4920, 4630, LS 3770)	ED 3000, ECE courses, ED 4910, 4920, 4630, LS 3770	ED 4700 and ED 4500 ED 4 Ed Pre-internship		3-3
3 Up semesters: Full time in school	All coursework must be completed	ED 4100 and ED 4710 Intern/Sem		2/10

Catalog year 2015 - present

Updated 10/2/2018

Name: _____ WIN#: _____ Catalog Year: _____

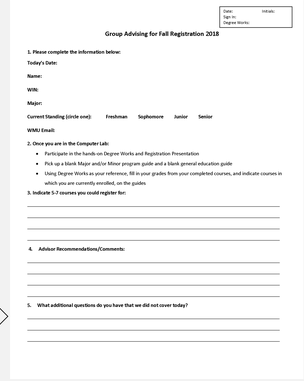
CUM GPA of 3.0 REQUIRED FOR ADMISSION TO UPPER PROFESSIONAL LEVEL AND TO INTERN TEACH

PROGRAM GUIDE—MEET WITH A CEHD ADVISOR TO DECLARE MAJOR

www.wmich.edu/education/advising

This form is used to track the students that came to group advising, the classes they registered for, and the primary advisor that they worked with. There is space for follow up needs.

All students receive the program guide for their major to assist in class selection.



Date: Initials:
Sign-in:
Degree Works:

Group Advising for Fall Registration 2018

1. Please complete the information below:

Today's Date:

Name:

WIN:

Major:

Current Standing (circle one): Freshman Sophomore Junior Senior

WMU Email:

2. Once you are in the Computer Lab:

- Participate in the hands-on Degree Works and Registration Presentation
- Pick up a blank Major and/or Minor program guide and a blank general education guide
- Using Degree Works as your reference, fill in your grades from your completed courses, and indicate courses in which you are currently enrolled, on the guides.

3. Indicate 5-7 courses you could register for:

4. Advisor Recommendations/Comments:

5. What additional questions do you have that we did not cover today?

Group advising in action:

1. Advisors turn on all computers, display important information on overhead projector to students about registration, and have upbeat music playing to welcome students into room.
2. Students start in main office to get materials (program guide, general education guide, advising form, and evaluation), and directed to computer lab across the hall.
3. Students are instructed to sign on to a computer, login to Degree Works, and fill in guides with courses taken and grades earned.
4. Advisors walk around room asking students if they need assistance, as well as waiting for students hands to raise. Multiple advisors could assist the same student during the advising session.
5. Once student has selected classes or registered, an advisor reviews student's final selections with the student, and signs off on the schedule.
6. Students print schedule, complete evaluation, and log out.

Student Feedback:

Obstacles and Outcomes:

- Our goal was to **meet students where they were,** while implementing a new system**.** Some students were uncomfortable with advising in the large group setting, or were transfers that needed an evaluation. An advisor took those students back to an office to meet with them individually.
- Our first year, we had students sign up through Google Docs, and this was unsuccessful. We had students showing up that had not registered, and a large no-show rate among those that had. The following semester we used an online appointment scheduler. Through notification **reminders,** and higher levels of marketing to students, we had a lower no-show rate, and fewer students attending without scheduling.
- We had to **change the culture** of advising for students. Our first attempt had push back from juniors and seniors who were used to the 1:1 appointment in the office. Freshmen and sophomores were in favor of the format from the beginning. Going into our fourth semester doing this, most students prefer this format to morning drop-ins. Their questions are answered faster, they are able to be seen immediately, and they are able to take more ownership of their registration process.

College of Education & Human Development (CEHD)