

Varney's Proactive Advising

Who is "at-risk" on your campus? Is there a systematic way to determine who may be at-risk? If not read and discuss the Clearinghouse article "How to Determine At-Risk Students on Our Campuses" at <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/How-to-determine-who-is-at-risk.aspx>.

What proactive advising strategies are utilized on your campus? Does your campus have an "early alert" system? What proactive strategies are used to reach out to students at-risk of failure? What responsibilities should advisors assume for proactively reaching students?

Miller and Murray (<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/How-to-determine-who-is-at-risk.aspx> and in this text on p. 145-146) list a variety of proactive advising strategies (para. 16). Which of these strategies are currently used in your advising practice? Pick a strategy not currently used and try it with at least three students. Did this strategy work well enough to include it in your advisor "toolbox" of strategies that work?

What role does proactive advising play in the retention, persistence and completion movement? What proactive strategies do you and your colleagues use to reach students? Which strategies do you think most effective? What resources do you need to be more successful? How do you communicate your successes and needs to upper level administration?

Which of Molina and Abelman's factors that affect retention (p. 144) do you see most in your advising practice? Discuss with colleagues which strategies work best to counteract these factors and help students succeed?

Garing (p. 147 – 148) delineated four critical times when advisors should connect with students. What do you and your colleagues do at each of these points to reach students and intervene before any small issues become insurmountable? Which of the four times noted by Garing has the most success in your advising practice. Which point needs better strategies? Brainstorm proactive strategies to help students at that crucial point in time.

If you don't already have one, create a communications calendar noting each date when a proactive strategy for reaching students is used. Determine at least one other point where it would be prudent to reach out to targeted students. Develop the strategy and needed communication message for this point. Determine the best tactic to reach students.