

# Academic Advising for Student Retention and Persistence

## *Cultivating the Potential in At-Risk Students*

### Webinar Handout

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**Pre- or Post-Webcast Discussion Suggestions**

- Who are the rising-potential students on our campus?
- What rising potential groups do I identify with? What assumptions do I make about rising potential students on a regular basis? How many of these assumptions can be considered generalizations or stereotypes?
- How can I establish credibility with groups I do not identify with?
- How many different ways does our campus use to reach out and engage students? How can these methods be more effectively used to engage rising potential students?
- How can we move rising potential students from the periphery to the center of campus life?
- How can my campus better prepare practitioners to serve rising potential students and what current training is offered to these practitioners?
- What campus offices and programs should we build coalitions with to further support rising potential students?
- What were the three most useful suggestions gleaned from today's presentation? What will it take to implement these ideas on our campus?

**References and Resources****Universal Design**

*Universal Design is the **design of products and environments to be usable by ALL people**, to the greatest extent possible, without the need for adaptation or specialized design.* – **Ron Mace**, as quoted by The Center for Universal Design Environments and Products for All People, North Carolina State University

Hurt, Robert L. (December 2007). Applying the Concepts of Universal Design for Learning to Advising. *Academic Advising Today* article available at [http://www.nacada.ksu.edu/AAT/NW30\\_4.htm#4](http://www.nacada.ksu.edu/AAT/NW30_4.htm#4)

## Academic Advising Strategies

NACADA DW30 CD – *Effective Academic Advising Strategies* Webinar (broadcast March 3, 2010) – available at <http://www.nacada.ksu.edu/Webinars/onDisk.htm#w30>

### Self-Authorship

Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-authorship*. Sterling, VA: Stylus.

Baxter Magolda, M. B. (2009). *Authoring your life*. Sterling, VA: Stylus.

*As students develop **self-authorship**, they move from feeling unsatisfied and in need of self-definition, to constructing internal foundations which are internally defined perspectives to guide action and knowledge construction.* ~Marcia Baxter Magolda

Pizzolato, J. E. (2004). Coping with conflict: Self-authorship, coping, and adaptation to college in first-year, high-risk students. *Journal of College Student Development*, 45(4).

### Intrusive Advising

*Academic Advising Today* article by Jennifer Varney available at [http://www.nacada.ksu.edu/AAT/NW30\\_3.htm#10](http://www.nacada.ksu.edu/AAT/NW30_3.htm#10)

- Based upon the work of Robert Glennen
- Earl (1987) defined it as an action-oriented approach to involve and motivate students to seek help when needed
- Upcraft & Kramer (1995) intrusive advisors show a willingness to assist students in exploring services and programs to improve skills and increase academic motivation.
- Heisserer & Parette (2002) Students who perceive that someone cares about them and that they belong to the school community are successful and retained.

### Strength based advising

Schreiner, L.A. & Anderson, E. (2005). Strengths-Based advising: A new lens for higher education. *NACADA Journal* 25(2), p. 20-29

### Appreciative advising

Bloom, J. L., Huston, B. L., & He, Ye. (2008). *Appreciative advising*. Champaign, IL: Stipes Publishing.

**Step 1: Disarm.** Diffuse defensiveness

**Step 2: Discover.** Explore student's strengths, academic assets, and passions through intentional positive, affirmative questions. StrengthsQuest ©, Strengthsfinder 2.0©, VIA or the MBTI© can be used to stimulate discussion.

**Step 3: Dream.** Build on students responses to ID/articulate strengths, academic assets, and passions to formulate a purpose for their life.

**Step 4: Design.** Develop short- and long-term goals toward purpose identified in Phase 2

**Step 5: Deliver.** Advisor serves as a mentor while the student actively pursues the plan that has been put in place.

**Step 6: Don't Settle!**

## New Student Planning Form

Based upon the form currently used at Cloud County Community College, this form is included in your packet. For more information about this form and its use contact DeeDee Coppoc at [dcoppoc@cloud.edu](mailto:dcoppoc@cloud.edu)

## Academically Underprepared Students

Tritelli, David. (Winter 2003). From the Editor, Association of American College and Universities Peer Review. Retrieved from <http://www.aacu.org/peerreview/pr-wi03/pr-wi03editor.cfm>

*53% of students entering our colleges and universities are academically underprepared, i.e., lacking basic skills in at least one of the three basic areas of reading, writing or mathematics – David Tritelli*

McClenny, K. (April 24, 2009). Helping community-college students succeed: A moral imperative. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Helping-Community-College/6536> and

Rockefeller Foundation Report (2008). Diploma to Nowhere. Retrieved from <http://www.scribd.com/doc/8534051/Diploma-To-Nowhere-Strong-American-Schools-2008>

- 70% (2005) Indiana community college students needed remediation
- 60%+ students in the California State University system needed assistance in a basic skills area
- Nationally, nearly four out of five remedial students had a HS GPA of 3.0+.
- In the 2004-2005 academic year there were 1,300,000+ college students enrolled in remedial courses for a cost of ~\$ 2.5 billion
- 72% - 'Achieving the Dream' students who needed math remediation.
  - After 3 years only 23% had completed the developmental math sequence.
- < 50% - community-college students seeking a degree or transfer who achieve their goals within six years.
- 14% - community college students who do not complete a single credit in their first academic term.

ACT. (August 18, 2010). 2010 ACT College and Career Readiness Report News Release. Retrieved from <http://www.act.org/news/2010/08/18/college-career-readiness/>

Percent of ACT-tested 2010 high school graduates failing to meet college readiness benchmarks

- English 34%
- Reading 48%
- Mathematics 57%
- Science 71%

Only 24% of these students were ready for college-level courses in all four academic areas.

Bureau of Labor Statistics. (April 27, 2010). College Enrollment and Work Activity of 2009 High School Graduates. Retrieved from <http://www.bls.gov/news.release/hsgqec.nr0.htm>

70% of high school graduates matriculate to college

Bradley, Jr., A.P. and Blanco, C.D. (April, 2010). Promoting a culture of student success: How colleges and universities are improving degree completion. Atlanta, GA: Southern Regional Education Board. Retrieved from [http://publications.sreb.org/2010/10E02\\_Promoting\\_Culture.pdf](http://publications.sreb.org/2010/10E02_Promoting_Culture.pdf)

Successful Universal Design Strategies for student success

- Mandatory, Intrusive Advising
- Strong academic support and supplemental instruction
- New student planning conferences
- Clarify career and life-planning choices
- Finding the match between goals and background
- Help students connect to campus
  - First-Year Experience courses
  - Mentoring programs

- Learning communities
- Early alert programs

Strong American Schools. (2008). Diploma to nowhere. Washington D.C.: Rockefeller Philanthropy Advisors, a nonpartisan campaign supported by The Eli and Edythe Broad Foundation and the Bill & Melinda Gates Foundation. Retrieved from <http://www.scribd.com/doc/8534051/Diploma-To-Nowhere-Strong-American-Schools-2008>

Miller, M.A. & Murray, C. (2005). Advising academically underprepared students. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Academically-Underprepared.htm>

The International Center for Supplemental Instruction. Retrieved from <http://www.umkc.edu/cad/si/>

Early Alert System resources via the NACADA Clearinghouse of Academic Advising Resources at <http://www.nacada.ksu.edu/clearinghouse/links/Early-Alert.htm>

Temple University Project 2013. For more information contact Christopher Wolfgang at [cwolfgan@temple.edu](mailto:cwolfgan@temple.edu)

## Students with Disabilities

Horn, L., & Nevill, S. (2006). *Profile of undergraduates in U.S. postsecondary education 2003–04: With a special analysis of community college students* (Statistical Analysis Report No..NCES 2006-184). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Vance, M.L. & Bridges, L. (Eds). (2009). *Advising Students with Disabilities: Striving for Universal Success, 2nd ed.* NACADA: Manhattan, KS. Find out more at <http://www.nacada.ksu.edu/Monographs/M19.htm> . Includes article by Hemphill and Preece.

- 37-39% of young adults ages 15 - 25 having a diagnosable mental illness (Becker, Martin, Wajeeh, Ward, & Shern, 2002)
- 12-18% of college students in the United State have a diagnosable psychological disorder (Mowbrey et al., 2008)
- Kadison and DiGeronimo (2004) suggest that as many as half of college students may experience, for a period of time, an incapacitating depressive episode.
- College disability service providers report a tripling in the number of students with psychological disorders (National Association of Personnel Administration, 2002).

RAND Corporation (2008). *Invisible wounds: Mental health and cognitive care needs of America's returning veterans.* Retrieved from [http://www.rand.org/pubs/research\\_briefs/RB9336/](http://www.rand.org/pubs/research_briefs/RB9336/)

- Since October 2001, more than 2 million U.S. troops have deployed to support operations in Afghanistan and Iraq (*Marine Corps Times*, December 8, 2009)
- ~1/3 Veterans return with non-mortal injuries.
- The Veterans present visible, non visible, or combinations of both types of injuries including:
  - TBI (traumatic brain injury)
  - PTSD (post traumatic stress disorder)
  - along with hearing, vision, and mobility losses

Tan, Michelle. (December 18, 2009). 2 million troops have deployed since 9/11. In the *Marine Corps Times*. Retrieved from [http://www.marinecorpstimes.com/news/2009/12/military\\_deployments\\_121809w/](http://www.marinecorpstimes.com/news/2009/12/military_deployments_121809w/)

NACADA. (2010). *Scenes for Learning and Reflection: An Academic Advising Professional Development DVD , volume 2.* Find out more at <http://www.nacada.ksu.edu/Videos/index.htm#four>

## Students of color

U.S. Department of Education, National Center for Educational Statistics, Digest of Educational Statistics, (2007).

U.S. Department of Education, National Center for Education Statistics. (2006). *Profile of Undergraduates in U.S. Postsecondary Education Institutions: 2003–04*.

11% of undergraduates reported having a disability in 2003–04.

Among students reporting a disability:

- 25% reported an orthopedic condition
- 22% reported a mental illness or depression
- 17% reported a health impairment.

(2007), Black student college graduation rates inch higher but a large racial gap persists. *Journal of Blacks in Higher Education*. Retrieved from <http://www.jbhe.com/preview/winter07preview.html>

United States Census Bureau, Current Population Survey, March 2007.

Fry, P. (2002). Latinos in higher education: Many enroll, too few graduate, Pew Hispanic Center, p1-28.

Schmidt, P. (2003). Academe's Hispanic Future. *Chronicle of Higher Education*, 50(14), pA8-12.

## First-generation students

Smith, D.C. & Gordon, V.N. (2008). *A Family Guide to Academic Advising 2<sup>nd</sup> edition* (English & Spanish versions).

Available at <http://www.nacada.ksu.edu/Resources/Publications/familyGuide.htm>

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## Guidelines for Culturally Responsive Interactions

- Consider cultural factors; keep in mind that differences are just that and not deficiencies.
- Meet students where they are at and allow them to tell their own stories.
- Examine our own cultural baggage and consider our possible cultural privileges.
- Keep in mind the level of cultural identity development of each student and their degree of acculturation.
- Be willing to learn from diverse students and utilize their experience in advocating for changes in the "system."

## Cultural Self-Awareness Questions

- *What rising potential groups do I identify with? How does my identification with those groups affect or effect my self-positioning in the world or in my academic community?*
- *What assumptions do I make about rising potential students on a regular basis? How many of these assumptions can be considered generalizations? Stereotypes?*
- *What might I need to learn about my advisees' individual cultural backgrounds to ensure that I am relating and communicating effectively with them?*
- *How often do I expose myself to cultural gatherings and events that represent racial/ethnic cultures other than my own?*
- *How does my worldview help or hinder me in understanding my advisees' perspective.*
- *What are other cultures or rising potential groups that I identify with?*
- *How aware am I of customs and behaviors that have different meanings in different cultures? How might my awareness (or lack of awareness) of behavioral variety affect my interactions with my students?*

# New Student Planning Conference

Fill out and bring to conference

Day/Date \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_  
Last Name, First Name

\_\_\_\_\_  
Campus address

\_\_\_\_\_  
e-mail address

## ACADEMIC PLANS

\_\_\_\_\_ Number of semesters (including this one) I plan to attend here

My college major is \_\_\_\_\_

How certain I am about my major. (circle one)

1 – don't have a clue, 2 – OK with my major but it could change, 3 – Positive

Careers I'd like to know more are: \_\_\_\_\_

After finishing my courses here I plan to \_\_\_\_\_

## ACADEMIC PROGRESS

\_\_\_\_\_ Overall, number of class sessions I have missed

\_\_\_\_\_ Average number of hours I have been studying each class day

\_\_\_\_\_ is my favorite class.

\_\_\_\_\_ is the class I like the least.

\_\_\_\_\_ is the class in which I need the most help.

Academically, I am most concerned about \_\_\_\_\_

## LIVING CONDITIONS (check all that apply) *I am having some difficulty with:*

\_\_\_\_\_ roommates

\_\_\_\_\_ commuting

\_\_\_\_\_ food

\_\_\_\_\_ juggling family responsibilities

\_\_\_\_\_ sleep

\_\_\_\_\_ people close to me not understanding college demands

\_\_\_\_\_ finances

\_\_\_\_\_ missing someone at home

\_\_\_\_\_ loneliness

\_\_\_\_\_ Other: \_\_\_\_\_

Be specific

The responsibility that takes the most away from studying is \_\_\_\_\_

## OVERALL COLLEGE EXPERIENCE

So far the BEST thing at college has been \_\_\_\_\_

So far the WORST thing at college has been \_\_\_\_\_

The thing about college I am MOST concerned about is \_\_\_\_\_