

## Group Advising

The First Year Group Advising Sessions are designed to support the academic and personal transition process of incoming freshmen in a small group presentation. Due to reduced staffing and the desire to maintain integrity of our 1:1 advising model, this group advising model was created to accommodate all of our students each quarter. Each session allows us to serve EOP's First Year Freshmen in small groups of 8-15 students and engage them in a quality advising experience with the advisor as well as their peers. These sessions are designed to address specific topics related to university academic expectations, policies, and requirements while providing them with strategies for success. Our ultimate goal is to empower students in a manner that would have them practicing the lessons presented by the end of their first year. Advising sessions for each quarter are based on input and data taken from the previous sessions. This allows for the development of advising session content and themes based directly on learning outcome results.



## Learning Outcomes

After participating in the First Time Freshmen Group Advising Sessions students will :

- ❖ Learn to read and interpret a curriculum sheet to create a graduation plan
- ❖ Be able to list the three Satisfactory Academic Progress requirements to continue receiving financial aid the following year
- ❖ Identify the cost of attendance per quarter and the meaning of auxiliary fees
- ❖ Calculate their projected quarterly GPA and Grade Point Balance
- ❖ Be able to identify two study strategies they can incorporate to improve their academic performance
- ❖ Develop a Graduation Planner mapping out their courses leading to the completion of their degree
- ❖ Students will be able to determine their options necessary to complete the EO 665 requirement

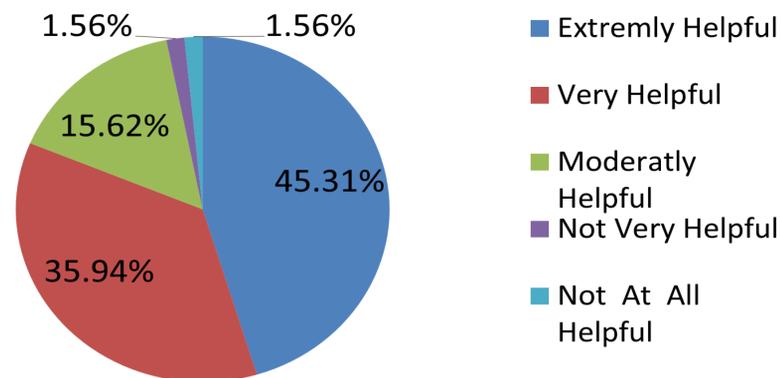
## Methodology

Staff Advisors facilitate the small group sessions using a variety of advising techniques including group discussions, hands-on activity, worksheets, and informational presentations to ensure students will know, be able to demonstrate, and value the various concepts shared within the group advising sessions.

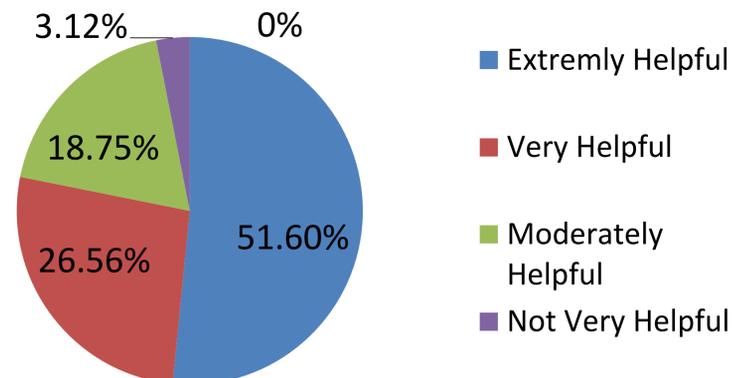
All participants completed an assessment at the close of the session. The results of the assessment are recorded and shared in the advising team meetings for discussion, comments, and review.

## Results

Indicate how helpful the advising tools introduced in group advising sessions were: - GPA/GPB Projection Worksheet



Indicate how helpful the advising tools introduced in group advising session were : Graduation Planner Activity Sheet



## Student Responses

"I believe that the Group Advising sessions in which I have attended this year as a first year really helped me to get a better idea of my academic performance each quarter. I was able to see how well I was doing in a class and how I need to do better in another class"

"It's a great way to help first years adjust to college life and keep us on our toes, at times it did feel like I was wasting my time, but overall it was beneficial to me and I'm glad it's something we can have"



## Conclusion

Overall results were positive in showing students learning how to implement and utilize the advising tools introduced in group advising sessions. It was important to teach them how to be resourceful and manipulate the resources available to participate in developing their own progress towards a degree. Each quarter group advising reflected quarterly themes and outcomes that helps students gain skills to develop a sense of responsibility towards graduation.

## Implications for Practice

The data will be utilizing Campus Labs next year 2012-13 for an end of the year assessment targeting EOP First Time Freshmen Declared Group Advising only instead of sending the assessment to both freshmen and transfers.

Targeting to prepare the assessment earlier in spring quarter to allow students the opportunity to complete before the end of the school year.

Students demonstrate a greater confidence in their own learning abilities when various advising practices were incorporated each quarter. They respond positively when provided the opportunity to discuss and apply what they have learned in a small group setting and gained a better understanding of the activity sheets.