

Helping Students Help Themselves: Empowerment through Intrusive Advising

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Making a Positive Difference

The mission of **Student Support and Equity Programs** is to make a positive difference in the lives of non-traditional and undecided students through a broad range of high quality programs and services that promote access and equity, transition, and educational opportunities in support of student learning and success; thus empowering them to become educated and engaged citizens who go on to lead productive and meaningful lives.

SSEP's wide range of comprehensive support services include a five week summer transitional program – Summer Bridge. A key component of this program is the **Advising Seminar** which is designed to expose incoming freshmen to the institution's academic policies, procedures, requirements, and expectations and to empower them with the tools, skills, and strategies to successfully navigate the university experience.



Learning Objectives

After participating in the Advising Seminar, new EOP freshmen will indicate increased confidence in their ability to navigate the college experience and learn:

- The benefits of participating fully in the academic advising process
- To develop realistic goals as part of their college action plan
- To create a individualized spending plan to finance their education
- Key academic policies and requirements which will impact their progress toward degree completion
- To use the university catalog and other advising resources to create quarter and long term course plans
- To identify and define their own values, skills, and interests related to choosing a major and/or career
- To identify elements of effective decision making

Focus of Assessment

To identify students' perceptions and level of confidence in their own understanding and abilities to meet the expectations of university life and to determine if we are reaching our objectives through the Advising Seminar.

Methodology

Staff Advisors facilitate the seminar using a variety of advising techniques including individualized 1:1 and small group advising sessions, 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 Advising Seminar.

A pre and post assessment is administered to the 64 participants at the beginning and end of the seminar series. Students rate their level of agreement with 12 statements related to the learning outcomes of the seminar. Additionally, students are asked to demonstrate their new found understanding and skill through specific activities, quizzes and the completion of a college spending plan and fall quarter course schedule.

Results

| | Pre-Assessment | | | Post-Assessment | | |
|---|-------------------------|----------------|-------------------------------|-------------------------|----------------|-------------------------------|
| | Agree to Strongly Agree | Somewhat Agree | Disagree to Strongly Disagree | Agree to Strongly Agree | Somewhat Agree | Disagree to Strongly Disagree |
| I am able to list three reasons/benefits for meeting regularly with an academic advisor. | 48 | 13 | 5 | 59 | 4 | 1 |
| When setting goals, I know the three important elements which make up an attainable goal. | 36 | 22 | 6 | 54 | 7 | 0 |
| I am able to create a spending plan based on my income and my expenses to ensure I am able to cover the costs for attending college. | 32 | 18 | 13 | 52 | 11 | 0 |
| I am able to read and interpret my Award Summary on Bronco Direct to determine how much financial aid I am eligible to receive. | 50% | 28% | 20% | 81% | 17% | 0% |
| I know how to determine the costs involved in paying for my college education. | 21 | 25 | 17 | 56 | 6 | 2 |
| If I have a question about University Policy or Procedure I know what advising tools and university resources I can refer to for answers. | 21 | 21 | 22 | 56 | 7 | 1 |
| I know how to use the University Catalog to determine course prerequisites and major requirements. | 32% | 33% | 35% | 88% | 11% | 1% |
| I am skilled at developing an effective weekly study plan to ensure my academic success. | 10 | 16 | 37 | 54 | 8 | 2 |
| I know how to interpret my test scores to identify the correct math and English course I must take. | 15% | 25% | 58% | 84% | 13% | 3% |
| I am able to create a spending plan based on my income and my expenses to ensure I am able to cover the costs for attending college. | 31 | 25 | 8 | 56 | 7 | 1 |
| I know how to interpret my test scores to identify the correct math and English course I must take. | 15% | 25% | 58% | 87% | 11% | 2% |
| I know the minimum number of course units I must take to complete my General Education requirements. | 20 | 27 | 17 | 54 | 10 | 0 |
| I am able to define at least one of my values, skills, and interests related to choosing the right major/career for me. | 31% | 42% | 27% | 84% | 16% | 0% |
| When making a decision, I am able to identify at least two consequences before taking action. | 10 | 18 | 35 | 57 | 7 | 0 |
| | 16% | 28% | 55% | 89% | 11% | % |
| | 46 | 13 | 5 | 58 | 4 | 1 |
| | 72% | 20% | 8% | 90% | 6% | 2% |
| | 48 | 14 | 2 | 62 | 3 | 0 |
| | 75% | 22% | 3% | 96% | 4% | 0% |

Student Responses

"I have also learned to independently access my financial aid and estimate my needs and expenses through out the year."

"I learned that many majors require a lot of sacrifice. Therefore, I need to really think of how I am going to keep up with my major's requirements."

"I have learned that the advisors are there when I need them. I can go to them if I have any questions. If they can't help me, I know that they can advise me to speak w/ someone else."



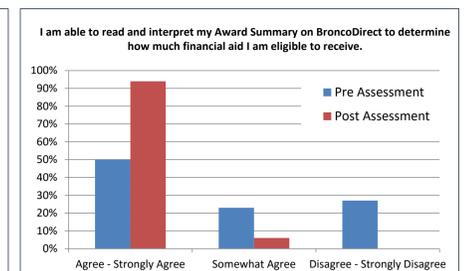
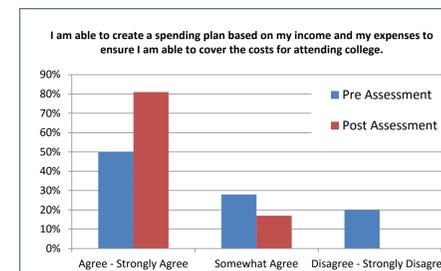
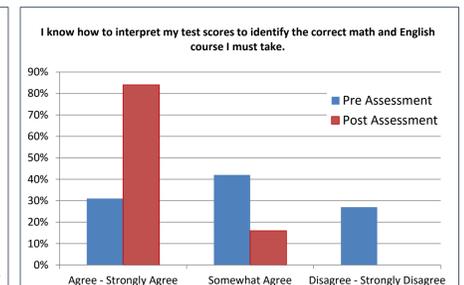
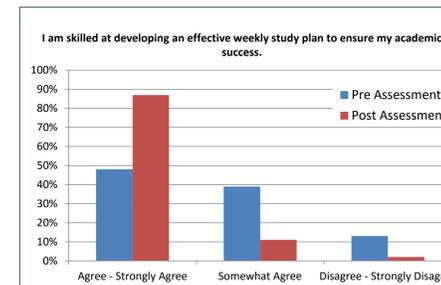
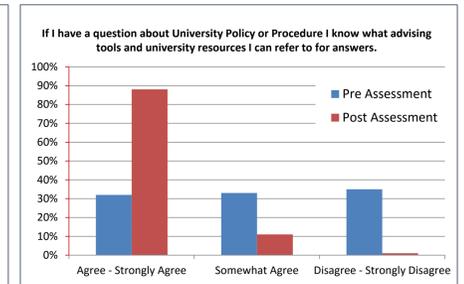
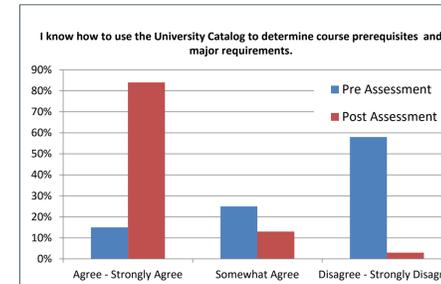
"One of the things I learned was time management. I completely understand that having a planner not only helps you be more punctual but responsible."

"I learned how to check my student account. Advising taught me how to keep myself informed about all college events that will benefit me in the long run."

"I learned how to choose and decide what classes I need to take; to interpret my test scores to identify the correct class; I learned how to schedule and register for my classes."

Conclusion

Based on analysis of the pre/post assessment data, students indicate they have a better understanding and increased knowledge of academic policies, the importance of advising and the value of self-reflection when choosing a major, the means for interpreting test scores and identifying degree requirements, the tools to effectively develop a quarter class schedule, important elements of creating attainable goals, and the skill to develop a spending plan to effectively finance their education.



Implications for Practice

Students demonstrate a greater confidence in their own learning abilities when various advising modalities are incorporated. They respond positively when provided the opportunity to discuss and apply what they have learned.

An advising program based on developmental and intrusive advising techniques has proven to positively impact the students' summer experience better preparing them with the skills and competencies to tackle their first year of college.

Participation in the Advising Seminar positively impacted students' sense of readiness for the college experience.