

Advising and the First Year Seminar: Leveraging a Captive Audience to Meet Advising Objectives

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What comes to mind when you think of
the First Year Seminar?

Please go to [menti.com](https://www.menti.com) on your phone or laptop

Fill in the Blank: Academic Advising OR the First Year Seminar Course? (go to [menti.com](https://www.menti.com))

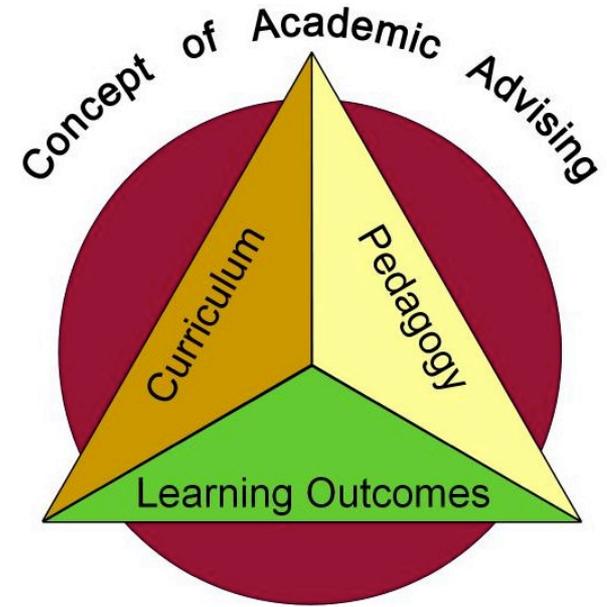
Through _____, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. **CODE: 96 02 25**

_____ engages students beyond their own world views, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. **CODE: 96 02 25**

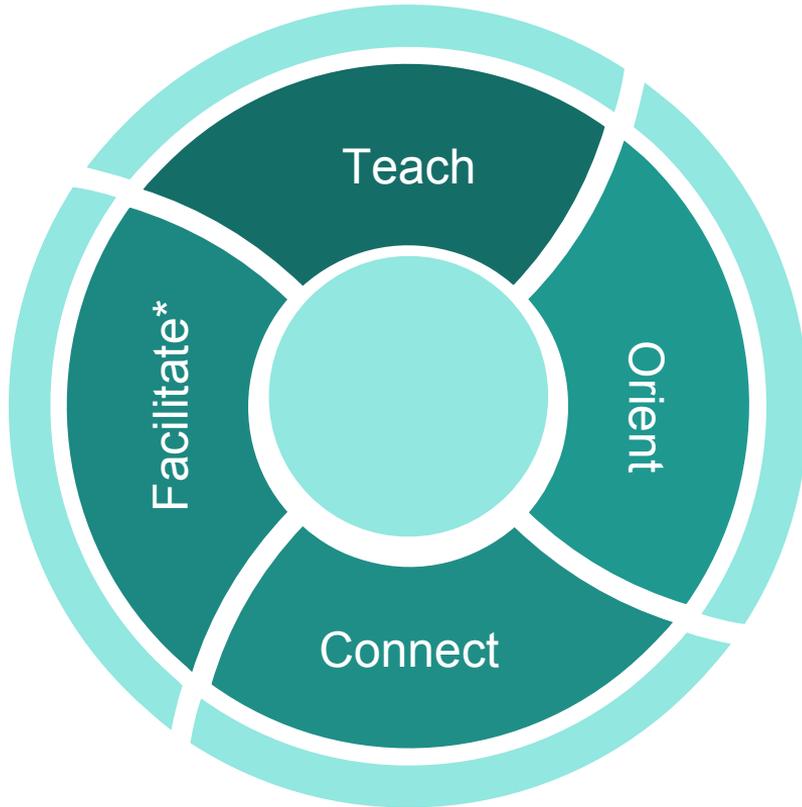
Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, _____ has three components: curriculum, pedagogy, and student learning outcomes. **CODE: 18 73 60**

What Academic Advising and the First Year Seminar Course have in common

- Shared activities
- Shared goals
- Shared accountability measures
- Shared challenges



Shared Activities



*Specifically, facilitate:

- problem solving,
- decision-making,
- meaning-making,
- planning
- and goal setting

Shared Goals

ACADEMIC ADVISING GOALS

Students will:

- Craft a coherent education **plan** based on abilities, aspirations, interests & values;
- Use complex information from various sources to **set goals, reach decisions, and achieve those goals**;
- **Assume responsibility** for meeting academic program requirements;
- **Articulate the meaning of higher education** and the intent of the institution's curriculum;
- Cultivate the **intellectual habits that lead to a lifetime of learning**; and
- Behave as **citizens who engage** in the wider world around them

COURSE GOALS (Overarching)

- Affective growth
- Cognitive strategies for lifelong learning and decision-making
- “University 101” curriculum
- Academic and career planning

Shared Accountability

Typical FYS Measures (Friedman, 2012):

- Retention
- Graduation rates
- Student satisfaction

Typical Advising Measures:



Shared challenges

- Part-time advisors and adjunct instructors
- Training consistency
- Resources and professional development
- Turnover
- “Students don’t do optional” (McClenney, ATD)
- Lack of sustained relationships with students

How we Currently Collaborate

- First Year Seminar Models
- Advising in the First Year Seminar

How we Collaborate: First Year Seminar Models

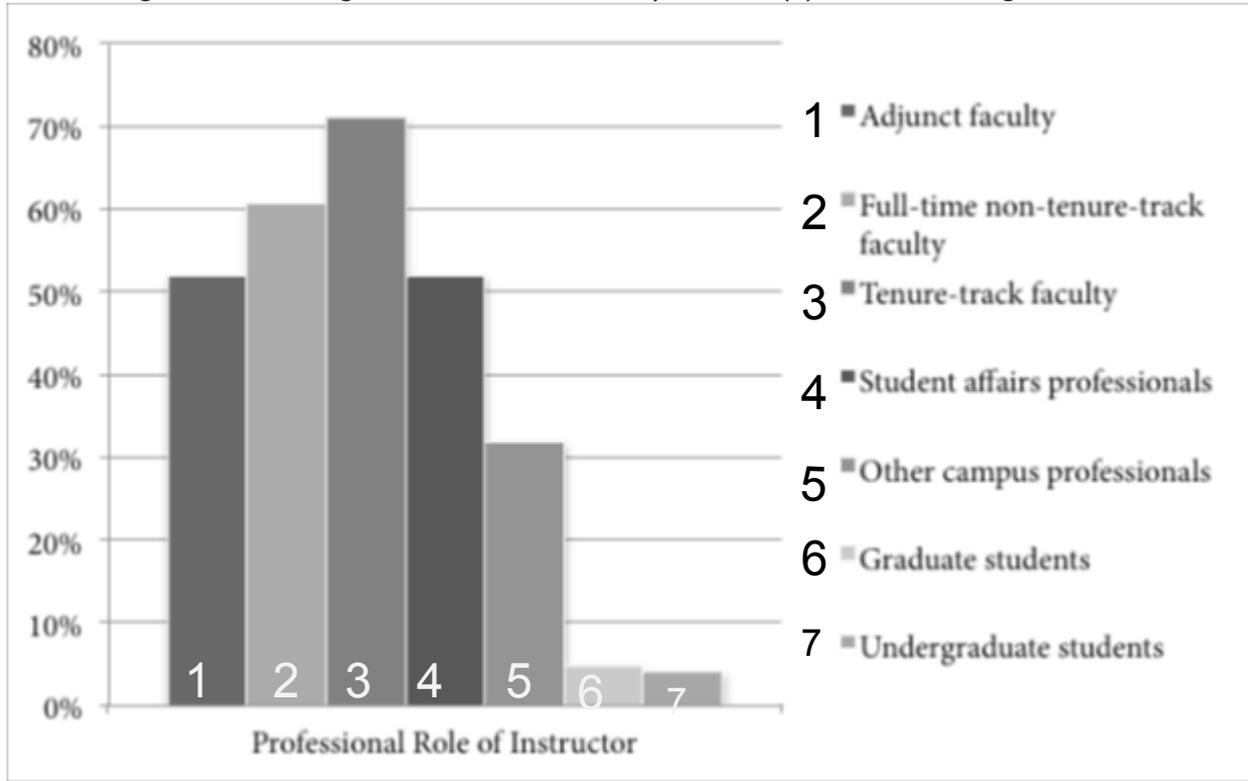
	National Prevalence*	Brookdale Community College	Ocean County College	Montclair State University
Extended Orientation	40% of 804 institutions			
Topic-Based	Next most prevalent			
Basic Academic Skills	Third most prevalent			

*National Resource Center. (2013). *2012-2013 National survey of first-year seminars*. Retrieved from the National Resource Center: First-Year Experience and Students in Transition website: http://sc.edu/fye/research/surveys/survey_instruments/pdf/Executive_Summaries_2013_National_Survey_FirstYearSeminars.pdf

How we Collaborate: Advising in FYS

Who is teaching a FYE course?

Advising administering FYS v. academic department(s) administering FYS



How we Collaborate: Advising in FYS

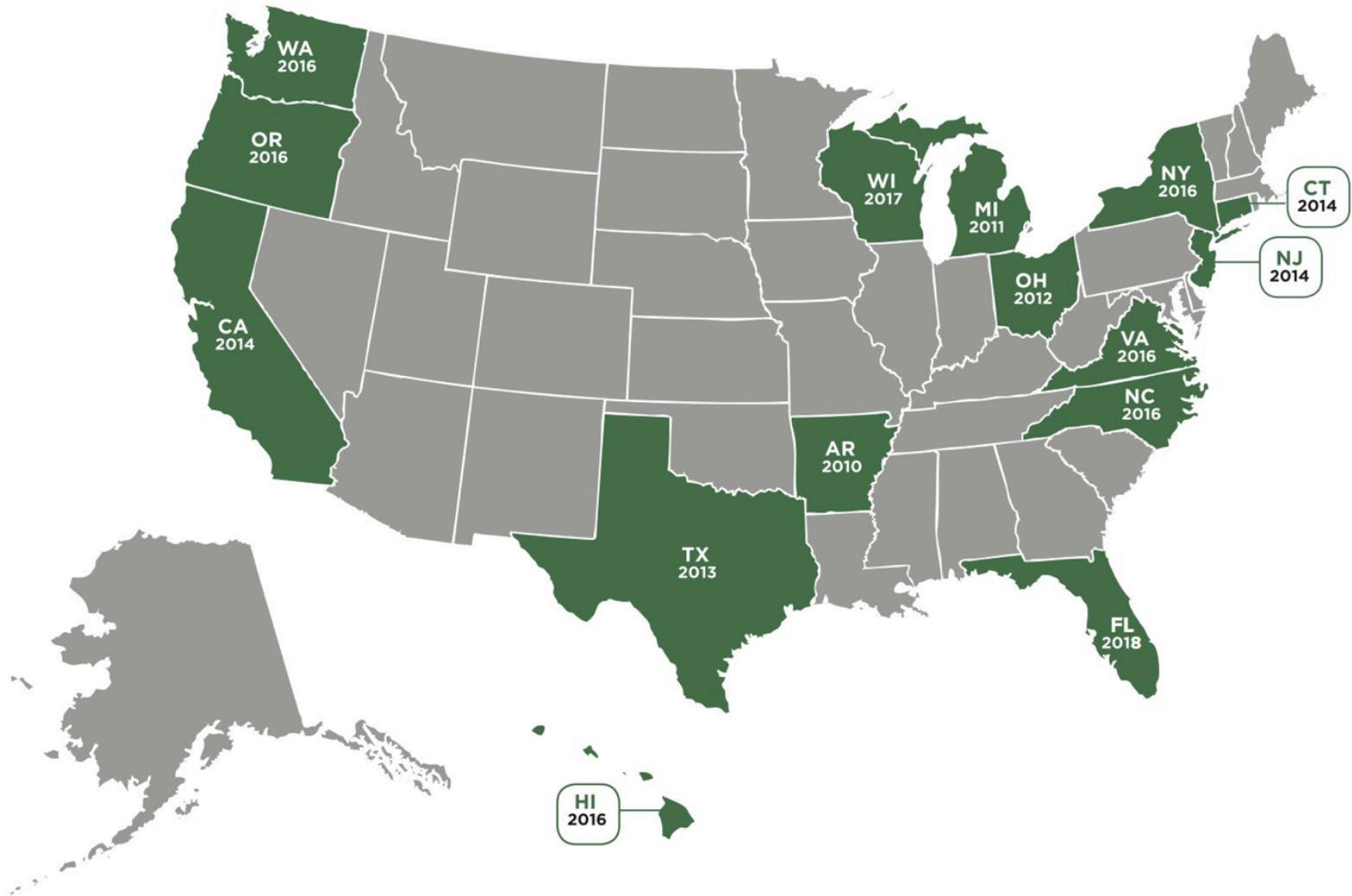
FYS Models	Current Situation	Opportunity for Advising Involvement...
Extended Orientation	Most interaction	YES
Topic Based	Depends...	YES
Basic Academic Skills	Depends...	YES!

Can you identify what advising model, if any, you use in the First Year Seminar?



How we Strengthen Collaboration

- Guided Pathways Framework
- Redesign options
- Captive Audience
- Action plans



FOUR PILLARS OF GUIDED PATHWAYS



Scale of Adoption Assessment

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The essential practices listed are examined in CCRC's book, *Redesigning America's Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015).

2. HELPING STUDENTS Choose and ENTER A PATHWAY

- a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.**

Redesigning Courses and Advising Models



CCRC COMMUNITY COLLEGE
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Redesigning Advising Models



Sustained: Students are supported throughout their entire journey at an institution, particularly at key momentum points.

Strategic: Time, energy, and resources are more intentionally allocated to provide a broad range of support services to all students while also enabling the personalization of supports.

Integrated: Services are not viewed as stand-alone interventions but an interconnected set of tools that together create a strong support structure. Faculty and staff understand how their role in this support structure connects with the roles of others and once siloed departments work together collaboratively as the norm. Technologies that underpin these support services are integrated on the back end to create a seamless user experience.

Proactive: Institutional policies and practices mandate or incentivize preemptive behaviors in support professionals and faculty as well as in students.

Personalized: Each student receives the specific type and intensity of support they need in order to identify and achieve their academic and career goals.

INTEGRATED STUDENT SUPPORT REDESIGN

A TOOLKIT FOR REDESIGNING ADVISING AND STUDENT
SERVICES TO EFFECTIVELY SUPPORT EVERY STUDENT



Achieving
the Dream™

Community Colleges Count



Discovery Inventory Worksheet



Advising Sessions

- a) Roughly **how often** does an advisor see a student each term?
- b) How often does an advisor **proactively contact** each student to schedule an advising appointment?
- c) What is the **average length of the advising appointment**?
- d) What are the top three areas advisors **focus their sessions on**? *For example, career planning, academic planning, financial literacy and planning, identifying unique barriers to success.*
- f) Are there any student **surveys or assessments** that advisors use when working with students? If so, please list.

Discovery Inventory Worksheet



Academic and Career Planning

- a) Do advisors build/use **degree plans** for every student they advise?
- b) Do students, faculty, and advisors have the ability to easily **monitor a student's progression** through a degree program?
- c) Do the degree plans automatically update as the student's **path changes**?
- d) Are students supported in developing a **personalized career plan**? If so, how?
- e) Does this **career plan align with the student's academic plan**?
- f) **In what order** are the career plan and academic plan developed?

Redesigning Courses



Student Success Coordinators from across the state came together to reimagine the Student Success course within the Guided Pathways framework. As a result of this course redesign process, the following learning outcomes were developed:

Students will develop a higher sense of self-efficacy by:

1. Identifying and utilizing strategies and resources that promote academic success, personal growth, and resilience.
2. Demonstrating critical thinking, information literacy, and technological skills.
3. Practicing interpersonal and leadership skills essential in a diverse, global society.
4. Reflecting on values, goals, decisions, and actions in relation to the impact on self and others.
5. Creating academic, career and financial plans.

Utilizing the Captive Audience

Astin's Theory + Tinto's Theory = Advising/FYE Strategies

- Be aware of engagement opportunities
 - Timing is everything! The first week of classes, may not be the best time...
- Intention, intention, intention!
 - What do you want them to take away?
- Maximize collaborations on campus
 - Teamwork makes the dream work!
- Experiential opportunities
 - Get them engaged with you, faculty, each other - as much as possible

“Four institutional conditions stand out as supportive of retention: information/advice, support, involvement, and Learning.” Tinto (1999)

Utilizing the Captive Audience

Games, Challenges and Assignments - a who's who on campus

- Scavenger Hunt - find your advisor!
 - [Goosechase.com](https://www.goosechase.com)
- Selfie Assignment- plan your next semester(s) (all about you!) take a picture of your advisor's approval
- "What's My Line?" - In class game utilizing photos or real interaction to have students recognize key advisors, faculty and staff on campus

Utilizing the Captive Audience

Presentations and discussions that engage throughout the semester

- Career and advising combined
 - Following the bouncing ball -So you want to be a teacher...how are you going to get there?
- What would you do?
 - Real life scenarios presented that reflect student's changing degrees, financial troubles, struggles in their content area - textbook, case studies
- Group Advising
 - During the semester students in similar fields meet with an advisor during class time

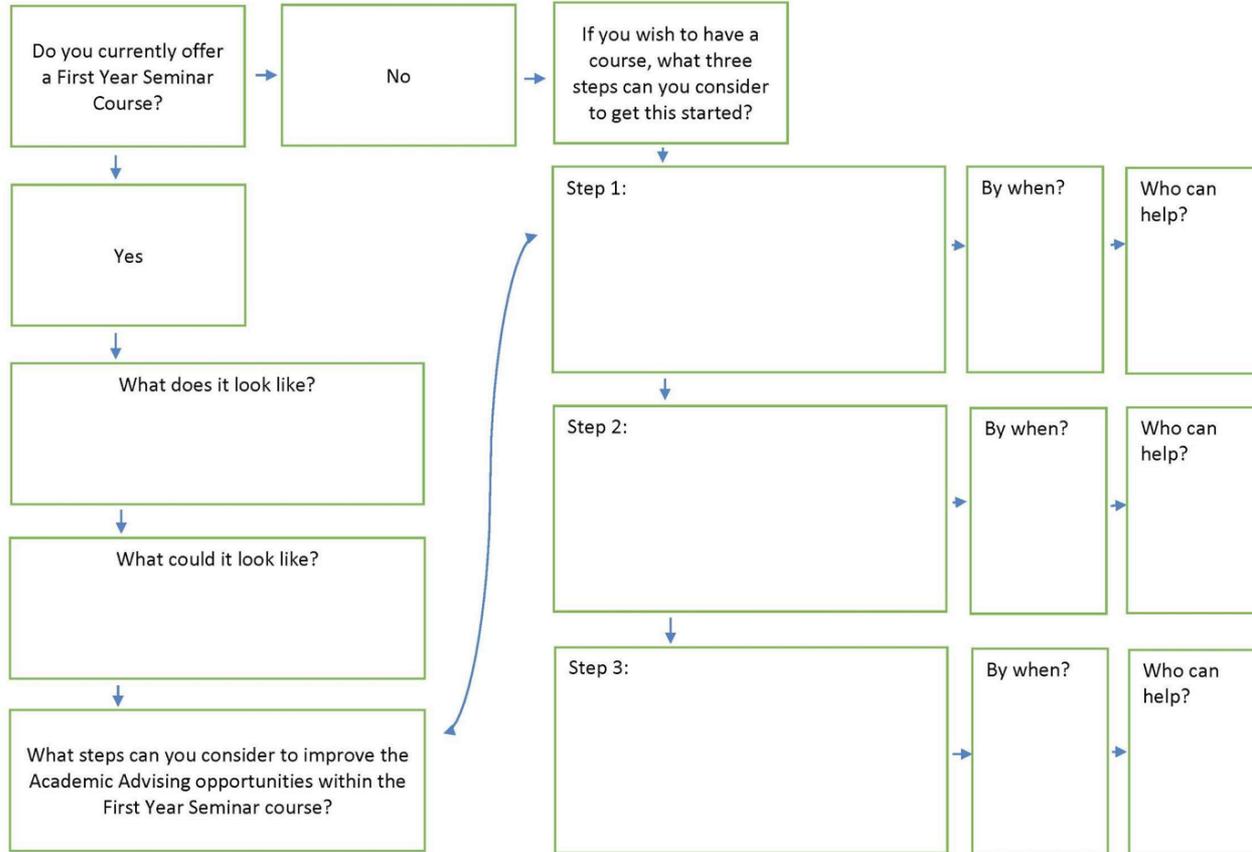
Utilizing the Captive Audience

Logistics...

- Are these realistic for all?
 - OCC has 54, 3 credit sections, 25 students/class
 - MSU has 127 sections
 - MCC has 19 sections, 3 credit sections, 30 students/class
 - BCC has 33, 1 credit sections, 20 students/class & 3, 3 credit sections, 22 students/class
- Start small
 - Relationships with faculty, pilot a few classes at a time
 - If you build it, they will come!

ACTION PLANNING

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References

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- What we are Learning about Guided Pathways from the CCRC (recent work) <https://ccrc.tc.columbia.edu/publications/what-we-are-learning-guided-pathways.html>
- NJ Center for Student Success website: www.njstudentsuccess.com
- NACADA: The Global Community for Academic Advising. *The Concept of Academic Advising*. (<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>
- Achieving the Dream Toolkit: <http://www.achievingthedream.org/resource/17257/integrated-student-support-redesign-toolkit>

Thank you for attending and feel free to contact us!

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