Work Smarter, Not Harder: Proactive Advising for Student Success

Virtual Live Session - NACADA
Hello!

**Katie Barnard**
Academic Advising Coordinator
Mechanical Engineering
She/Her/Hers
Favorite thing about Utah: Sunshine

**Morgan Sriphong-Ngarm**
Undergraduate Academic Advisor
Mechanical Engineering
She/Her/Hers
Favorite thing about Utah: Activities
Why are we so passionate about proactive strategies?
What does proactive advising mean to us?
Learning Outcomes

1. Participants will list five different proactive advising strategies and recall the best practices of each
2. Participants will reflect on their own student populations and create ways to integrate each proactive advising strategy with their students
3. Participants will actively engage in brainstorming to create a proactive advising plan
4. Participants will create concrete steps to develop a proactive advising plan for their office
Proactive Strategies

- Building Skills & Support
- Supporting Academically Underperforming
- Identifying & Meeting Requirements
- Murky Middle
- Intentional Connections
1. Building Skills & Support

Academic Skills Course
Building Skills & Support

We noticed that our students were leaving engineering due to lack of community and lack of strong study skills. We wanted to address this and provide an opportunity for students to be successful and build community outside of our major courses.

This was also important to connect our Pre-majors to multiple resources.
## Success for Mechanical Engineers

1 credit - Seminar  
Primarily for First Year Students

## Academic Skills for Mechanical Engineers

.5 credit - 7 week - Seminar  
Primarily for Second Year & Older

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Visitors</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1 - Aug 26</td>
<td>Introduction, Syllabus, Academic Misconduct</td>
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<td>Semester at a Glance</td>
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<tr>
<td>2 - Sept 2</td>
<td>Time Management</td>
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<td>Strength Finder Results Upload</td>
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<td>3 - Sept 9</td>
<td>Exam Preparation</td>
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<td>Mid-Assessment</td>
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<td>4 - Sept 16</td>
<td>Study Skills</td>
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<td>Peer Mentor Meeting Complete</td>
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<tr>
<td>5 - Sept 23</td>
<td>Professional Etiquette &amp; Student Organizations</td>
<td>Dr. Gale</td>
<td>Write-Up 1</td>
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<tr>
<td>6 - Sept 30 Online</td>
<td>Life Optimization</td>
<td>Professors</td>
<td>Example Email</td>
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<td>7 - Oct 7 Online</td>
<td>ME EN Disciplines/Faculty Panel</td>
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<td>Virtual Scavenger Hunt</td>
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<tr>
<td>8 - Oct 14 Online</td>
<td>Strengths Finder</td>
<td>CPDC</td>
<td>Strengths Finder Insight Guide (bring to class)</td>
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<tr>
<td>9 - Oct 21</td>
<td>BS MS Program and Goal Setting</td>
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<td>Write-Up 2</td>
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<tr>
<td>10 - Oct 28 MEK 0670</td>
<td>MAP Advising - Course Planning</td>
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<td>Learning Abroad 101 Session &amp; Reflection</td>
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<td>11 - Nov 4 Video</td>
<td>Career/Internship Panel</td>
<td>Alumni/Seniors</td>
<td>See Canvas Module</td>
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<td>12 - Nov 11</td>
<td>Diversity and Inclusion</td>
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<td>Planned Schedule</td>
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<tr>
<td>14 - Nov 25</td>
<td>No Class</td>
<td></td>
<td>Odyssey Plans</td>
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<tr>
<td>15 - Dec. 2</td>
<td>No Class – Final Assignments Due</td>
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<td>Write-Up 3</td>
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- Podcast reflection  
- Final Report  
- Final Online Assessment
What success program could you develop to help your students build skills and reach success?

(Write in the “My Idea” section of your handout)
2. Supporting Academically Underperforming Intro Course Outreach
We noticed that students who were in their second semester in our program had struggled in the first semester. By the time we were noticing it was too late and they had already failed.

We created this outreach program so that we could identify students who were struggling in our first semester courses and get them the support early.
Supporting Academically Underperforming

- Intro Course Outreach (ME EN 1000)
  - Pulled roster of ME EN 1000 students
  - Used CIVITAS system to check current grades in ALL courses
  - Outreached to students who had low grades in CHEM & CALC
  - Provided them with learning skill resources, tutoring center information, and withdraw procedures
3. Identifying & Meeting Requirements

Academic Standards
What are the specific requirements your students need to meet? Which of these are students commonly not meeting?

How could you proactively ensure students are prepared to meet those requirements?
Identifying & Meeting Requirements

We noticed that students were not being held accountable or supported once they fell below our 2.5 GPA requirement. We wanted to add in structure and a process to help the students succeed in our major.
**Academic Standards Policy**

Required advising
Mirrors University Policy

**Academic Success Plan**

Intentional goal setting
Guided advising conversation

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### Mechanical Engineering Academic Success Plan

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<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Anticipated Grade</th>
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</table>

**Student Name:**

**ID:**

<table>
<thead>
<tr>
<th>Current GPA:</th>
<th>Total Units Toward GPA:</th>
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</table>

**Term GPA:**

**Cumulative GPA Goal:**

<table>
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<tr>
<th>Goal</th>
<th>How will I reach my goal? (Action Steps)</th>
<th>By whom?</th>
</tr>
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**Goals should be**

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time-based**

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Who is your support system? What resources or places can you use to help you achieve these goals?

________

What could hold you back this semester from achieving these goals?

________

How will you benefit by achieving these goals? What will it feel like?

________

How can your advisor best support you?

________
4. Murky Middle

Low Term and Cumulative GPA
We wanted to be more proactive with students before they fell in violation with academic standards and catch students who are on their way to academic standards.
- Created Yellow List
  - Prior Low Term GPA
  - Enrolled in any repeats
  - Just above Academic Standards GPA requirement
- Do a current grade check - CIVITAS
  - Only reach out to students who were underperforming
List populations of your “murky middle” students. (Students who aren’t showing up on “low” reports and students who aren’t high achieving).

How could you connect with those students?
5. Intentional Connections

Caseload List
We noticed that all of our proactive strategies weren’t targeting the high achieving students or all of the murky middle students.

We wanted to make sure that we were connecting with every student in our program at least once a year.
With the help of our Director of Undergraduate Studies - we created a comprehensive caseload list including:

- Course enrollment - previous & current
- Repeats
- GPA
- Previous Advising Notes

Throughout the summer evaluate every student’s record and reach out if they have any complications or we haven’t talked with them recently (3 months)
### Intentional Connections

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Total students contacted</th>
<th>Students responded</th>
<th>Response %</th>
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<tbody>
<tr>
<td>Advisor 1</td>
<td>103</td>
<td>58</td>
<td>56%</td>
</tr>
<tr>
<td>Advisor 2</td>
<td>160</td>
<td>93</td>
<td>58%</td>
</tr>
<tr>
<td>Advisor 3 (New)</td>
<td>292</td>
<td>86</td>
<td>29%</td>
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</tbody>
</table>

Summer 2020 Data
How do you make intentional connections with all of your students?

Which student populations are you contacting less than others?
Final Comprehensive Plan

Setting up a Plan for your Programs
Questions?

Thank you for joining us today!
Watch for follow up email to share ideas!

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