Today's Agenda

- Academic Advising and its Challenges…
- Who we are and What we do
  - CNAS
  - UAAC
  - CNAS Learning Communities
- Advising Strategies
  - Denise Correll – Life Sciences Coordinator
  - Amber Newell – Life Sciences Advisor
  - Allan Taing – Life Sciences Advisor
  - Aaron Bushong – Lead Academic Advisor
- Assessment and Results
- Q & A

Challenges of Advising

- Institutional role competitiveness
- Increasing faculty workloads
- Increasing student caseloads
- Administration changes
- Advisor training and preparation
- Technological barriers
- Student-parent challenges

Academic Advising

Effective academic advising is recognized as key to college student success and academic retention.

Getting the Bachelor’s!

- Achievement based
  - Competencies gained in high school
  - Relate to social needs
  - Continual professional adaptation
- Curricula
  - Indefinite options
  - Matching of Short term → Long term goals

Difficulty without the guidance of a competent, experienced, and caring academic advisor.

The Who, the What, the How…

- College of Natural & Agricultural Sciences
  - life sciences, physical sciences, and mathematical sciences together in one academic unit.
- Undergraduate Academic Advising Center
  - informational for prospective students
  - academic advising for enrolled students
  - degree certification
Learning Communities Program
- Purposefully designs academic advising and faculty engagement into the structure of a cluster model.
- Links mathematics, chemistry and biology courses with supplemental instruction.
- Links a “success” course (NASC 93) co-taught by tenured science Faculty and a Professional Academic Advisor.

An addition to the model...
- CNAS Learning Communities
- Linked core courses
- Supplemental Instruction
- Peer Support
- Research Incentives
- Success Course (NASC 93)
  - One quarter, 2-unit class
  - Co-taught by:
    - Faculty → Research, Science affinities and Careers
    - Professional Academic Advisors → Study Skills

How...
- Present strategies of developmental advising and interactive engagement infused to foster student success
- Findings (data) from three types of analyses
  - GPA
  - First-to-Second Year Persistence
  - Student Learning Outcomes Assessment

Strategies
Developmental Advising and Interactive Engagement
- Denise Correll
- Amber Newell
- Allan Taing
- Aaron Bushong
An addition to the model...

Success Course (NASC 93)
- Professional Academic Advisors
- 10-week Study Skills + Developmental Advising curriculum
- Textbook
- Experiential Component

<table>
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<th>Week</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1</td>
<td>Becoming a Confident Student</td>
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<td>2</td>
<td>Making the Most of Your Time; Organizing Information for Study</td>
<td>A. Newell</td>
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<td>3</td>
<td>Motivating Yourself to Learn; Setting Goals</td>
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<td>Preparing for Tests; Reducing Test Anxiety</td>
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<td>Cataloging, Schedule of Classes</td>
<td>D. Correll</td>
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<td>6</td>
<td>Thinking Critically and Creatively; Sharpening Your Classroom Skills</td>
<td>D. Correll</td>
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<td>Creating Your Study System; Becoming an Active Reader</td>
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<td>8</td>
<td>Maintaining Your Health and Well-Being; Controlling Concentration and Memory</td>
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<td>9</td>
<td>Building Career Skills; Degree Planning 101</td>
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<td>10</td>
<td>Review: All chapters</td>
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Time Management

Denise Correll
Week 2
Topics: Making the most of your time

Objectives
- Effectively use a daily planner and address individual problems and concerns associated with organizational skills and time management.
- The activity we used in class to help students identify important tasks and less important tasks, and how to prioritize them effectively.

Put first things first
Put first things first

- Determine what your big rocks are. How do you fill the majority of your time? Do these tasks first and then you will be able to fit in your small rocks, less important tasks.
- Keep a daily planner to help you organize your time and complete all of your big rocks first and then the small rocks will settle into place.

Assess Your Strengths and Weaknesses

- Discover and Apply Your Learning Style
  - Amber Newell
  - Week 3
  - Topics: Motivating Yourself to Learn

Objectives

- Determine strengths and weaknesses when it comes to:
  - Thinking and learning strategies
    - How to study and how to learn
  - Discovering and using your learning style
    - What is your learning style preference? (visual, auditory, tactile/kinesthetic)
  - Adapting to others learning styles

How to Study and how to learn

Howard Gardner’s Multiple Intelligences Theory

Intelligence has many facets

- BODILY-KINESTHETIC
- INTERPERSONAL
-LINGUISTIC
-LOGICAL-MATHMATIC
-NATURALISTIC
-INTRAPERSONAL
-SPATIAL
-MUSICAL
Taking the test

- Take out a piece of paper. Number the paper with Slides 1-8.
- Like This ---->

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- There will be a series of statements per Slide.
- Complete each Slide by placing a check mark for each statement you feel accurately describes yourself. If you do not identify with a statement, do not put a check mark.
- Raise your hand and keep it up when you are finished with each Slide.
- 30 seconds max. per slide (so read and answer efficiently).

Carry forward your total

You now have something that looks like this...

Add up all the check marks for each slide.

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The Key

- Slide 1 – This reflects your Naturalist strength
  - Perceive the world from an environmental perspective. Ability to cope with nature, navigate and survive in a hostile climate. Love of outdoors or special ability in natural sciences.
- Slide 2 – This suggests your Musical strength
  - Ability to find meaning in Music. May want to choose a career in Music or engage in leisure activities that allow you to pursue this interest. Studying with music playing may aid in concentration.
- Slide 3 – This indicates your Logical strength
  - Skilled with numbers, scientific ability, and formal reasoning. Learn best by problem solving, outlining or making charts.
- Slide 4 – This shows your Interpersonal strength
  - Ability to read people’s moods and intentions, “good people skills”. May learn best by collaborating with others or by participating in a study group.
- Slide 5 – This tells your Kinesthetic strength
  - Ability to use your body in a skilfully and goal oriented way. May learn more effectively by combining studying with some physical activity.
- Slide 6 – This indicates your Linguistic strength
  - Skilled with words and their meaning, sounds and functions. May learn best by reading.
- Slide 7 – This reflects your Intrapersonal strength
  - Skilled in "self-knowledge". Ability to read and understand your own emotions, motives and behavior. Will be able to determine your best learning style and study environment.
- Slide 8 – This suggests your Visual strength
  - Ability to perceive the world accurately. May learn best by finding ways to visualize or restructure material you wish to learn i.e. diagrams, flow charts.

Summary

- Everyone write on the board their highest 2 totals.
- The Multiple Intelligences Theory allows students to evaluate their Learning and Thinking Styles.
- You now know where your strengths and weaknesses lie.
  - Gives students the opportunity to see where their strengths and the strengths of their classmates lie and whom to form a study group with.
- You can strengthen each intelligence!
  - You can learn from a friend who has strengths where you have weaknesses.
- This inventory is meant as a snapshot in time - it can change!
- Multiple Intelligences Theory is meant to empower, not label learners!

Allan Taing
Week 6
Topics: Sharpening your Classroom Skills
### Objectives

1. To identify and understand the “rules” for being successful in the classroom
2. To practice the “rules” of active listening, note-taking, effective oral presentations, and participating in class activities

### Some Rules…

- Attend regularly and be punctual
- Use your syllabus
- Watch your etiquette
- Do your assignments
- Assume the posture of involvement
- Listen with a positive frame of mind
- Take organized notes
- Review your notes after class

### Why Devote a Lesson to Classroom Skills?

- These skills are critical for college success
- More often than not, students pick up these skills through trial and error, quarter by quarter
- Students don’t effectively implement these skills until much later in their college careers, if at all

### Setup

- Before the activity, I reviewed material from Ch. 5 of The Confident Student:
  1. “Rules” for success in the classroom
  2. Active listening techniques
  3. Note-taking techniques

### Activity

- A true story

### Debrief

- For the participants outside the room:
  1. The story was about a UCR student who followed the “rules” for classroom success
  2. The story included very specific details about the student’s classroom and study habits, and his scholastic achievement
  3. As the story was passed along from one person to another, the story became less detailed and less accurate
This activity allows Academic Advisors to emphasize the importance of:

1. Attendance
   - Students cannot rely solely on second-hand knowledge from their friends for accurate information
   - Attendance is crucial
   - This also applies to academic advising as well
     - "I heard from my friend that I could..."

2. Active listening and note-taking
   - Showing up for class is not good enough
   - Information presented in class is fair game for an exam

3. Model academic behavior
   - Students are competing against classmates that are among the best and brightest
   - The habits and work ethic students bring to college from high school aren’t going to cut it

Aaron Bushong
Week 6

Topics: Thinking Critically and Creatively

To use critical and creative thinking to identify the rules of a game

To acknowledge the importance of knowing the rules of a game

Critical and creative thinking are required to determine and understand the rules of any game

Knowing the rules of the "game" of college will make a student more confident and increase his/her chances for success

A few examples...

Now on to the Data
Report on the Impact of Participation in the CNAS First Year Learning Communities [CNAS Freshman Scholars] on Student Learning, Engagement, Persistence, and overall Satisfaction.

Impact on GPA

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<th>Spring 08</th>
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Impact of Advising

Overall Impact of Developmental Advising. Histograms representing the overall approval or disapproval of students and their learning from Professional Academic Advisors. n > 450.

Student Satisfaction

Overall quality of Learning Communities Program. Histograms representing the approval or disapproval of the overall design and practical contribution of participation in a CNAS learning community. n > 450.
Summary

CNAS Scholars Students:
- Have enhanced academic performance ➔ Higher GPA
- Stay on track for a 4-year graduation
- Receive regularly scheduled support from faculty and professional academic advisors
- Receive support with their academics through supplemental instruction
- Receive enrollment priority
- Have the opportunity to do real scientific research with tenure-track faculty
- Are more satisfied with their overall university experience

Testimonials

> CNAS freshman scholars program can improve student's education and skill through the extra help for students
> CNAS freshman scholars was the best way for me to make a transition into college. I am very pleased with every aspect of the community. Thank you.
> I really enjoyed the learning communities, helped me develop my student habits.
> I really enjoyed my first year in the Learning Community. I plan on staying in it my whole first year.
> The class was effective and helped me learn time management. Learning Community SI sessions REALLY helped me.
> This class helped me get started in college. I would recommend it to any freshmen.

> The program helped me A LOT. I feel like I know a lot more about school and class material compare to other students.
> The class was overall a great class and the professor did a fantastic job in teaching the class.
> This class was a fun experience and made the transition to college easier.
> This course was definitely beneficial.
> Was a great opportunity for me to start off the quarter the right way and would recommend it to anyone.
> Thanks! I've really enjoyed this class and feel more confident as a student, now that I have my basic study skills down.

> I enjoy being in this class. It taught me how to manage my time and reduce stress.
> The CNAS Learning Community and NASC classes were very helpful. I don't think I would have done as well if it weren't for these classes.
> Overall this class has really helped me in adjusting to living life in college. Without my learning community I believe I would not have the good grades I have now.
> I thought the NASC 093 class has definitely helped me liking my first year in college.
> The learning community was very helpful with the transition from high school to college. It made making friends a lot easier as well as getting help a lot easier.

> First off, great program. I highly enjoyed the instructors and it made a difference in my transition to college.
> The class was extremely helpful. The activities we did were very fun and educational!
> I thought this class was really helpful and I do recommend to other students.
> This is a great class to transition into college.
> The discussion leader was very helpful improving necessary information and always made sure our questions were answered.
> The class was okay. It gave us a chance to meet people with the same objective. I would recommend this class to people who are new to the university.

> NASC program was helpful. It took some stress I had about college.
> This course is a great class. I learned many things that I did not know that is very useful in my college career and beyond.
> The Freshman Scholars program helped us form study groups and friendships. We got to meet people who we probably would not have if not for the program.
Thank You!!

Denise Correll
Amber Newell
Allan Taing
Aaron Bushong
Christopher Olivera

firstname.lastname@ucr.edu