

Effective, Engaging Advising for today's students: The Perspective Perspective

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Brief Intro and thank you

- ▶ My background, very quickly
- ▶ My passion
- ▶ My sincere thanks
- ▶ Here we go

I love winter

- ▶ Many think I'm crazy, but I do
- ▶ Been disappointed over the last couple of years
- ▶ I like this:



- ▶ What am I showing you here?

What this actually is



- ▶ This actually happened to me on my walk into work the other day
- ▶ Thinking about this very presentation
- ▶ Looked at a very small amount of snow on the ground and thought... huh...
 - ▶ What that looked like to me, what it would look like to a wo
 - ▶ So... I actually did that... yep, got on the ground, got real close, took a good look
 - ▶ Not only did it look different, but...
 - ▶ I was wet, cold, muddy
 - ▶ And also now - worried about how I looked, how I'd be perceived, would I be judged for how I looked...

Now, I have my topic -

- ▶ Things look, feel very different to different people depending on their perspective
 - ▶ I went from a Top down, to ground level approach pretty quickly
- ▶ My argument for today... how do we effectively engage students, how can we Re-Imagine advising and evolve with our students' needs?
- ▶ Trying to see things from their perspective
 - ▶ What are they trying to do?
 - ▶ What does that Actually look like/feel like to our students?
 - ▶ What does success mean
 - ▶ Not to us... to them

Who are our students, their perspective (I know I'm preaching to choir here)

▶ Student work and First Generation

- ▶ Many different studies over a number of years say that around 30% of our full time students are working 20 hours a week or more, that number jumps to over 65% for part time students – radically different depending on your school (85% over 20 hours)

- ▶ <https://nces.ed.gov/programs/coe/indicator/ssa/college-student-employment>; <https://www.kidsmoney.org/college/earning/statistics/>; <https://www.aaup.org/article/recognizing-reality-working-college-students>

- ▶ Around 54-56% of all College/University students are first generation

- ▶ <https://firstgen.naspa.org/journal-and-research/national-data-fact-sheets-on-first-generation-college-students-and-graduates/553E0FD8-F43B-4C40-99EE52FE842B3FB6>; <https://www.pellinstitute.org/wp-content/uploads/2024/07/COE-PELL-FactSheet-1-Jun12Update-f.pdf>

- ▶ Valedictorians, Late Bloomers, High Achievers, Students who Want to go, Students who Don't want to go... how can we possibly do this?
- ▶ Each of these students are going to have a very different perspective.

So, how can we do this?

- ▶ Several Different Levels to make this successful
 - ▶ As Advisors – one on one with our students
 - ▶ The most important and the one we have the most control over
 - ▶ As Institutions
 - ▶ What does effective advising mean, what does student success mean
 - ▶ Trickier than it might seem
 - ▶ More than Retention, More than Graduation rates, but those are still important
 - ▶ The Role of Technology

Advisor level

- ▶ Why are they coming to see us – Institutional perspective (Broad strokes here) ?
 - ▶ My experiences and experiences from others from my career - **not across the board**, but more common than I would have thought
 - ▶ Pick out classes
 - ▶ Provide information on majors
 - ▶ Provide information on graduation
 - ▶ Connect to resources on campus
 - ▶ And often, that's about it
 - ▶ More transactional than personal
 - ▶ And, of course we have to do this!!!! But... we do so much more and they need so much more
 - ▶ This can be a challenge to overcome

Advisor Level

- ▶ Why are they coming to see us? Pure Student perspective
 - ▶ From students
 - ▶ Summary of a number of searches, AI summary: **According to student feedback, the most important aspect of academic advising is having a trusted advisor who can help them navigate their academic path by providing personalized guidance, understanding their goals, and creating a clear plan to achieve them, while also being available to address concerns and provide support throughout their studies; essentially, feeling like they have someone dedicated to their success and helping them make informed decisions about their education and career trajectory**
 - ▶ They need help, they need guidance, they need support... they need more than classes and majors and where to find campus resources.
 - ▶ They need us to care
 - ▶ Each and every student needs individualized care, attention, support and plans – so many plans (we're good at this, right? Plan A, B, C, D... don't pretend that's not you. 😊)
 - ▶ Easier said than done, but it's worth the fight! They are worth the fight!

Advisor Level

- ▶ What we can do to get their perspective
 - ▶ Find out why
 - ▶ Why are they here?
 - ▶ College/University
 - ▶ Have to dig here, go beyond the superficial
 - ▶ Why this career/pathway
 - ▶ How much have they really thought about it
 - ▶ Why is all of that so important to them
 - ▶ What does success mean to them... not us, them
 - ▶ Try to remember what it was like for you

Advisor Level

- ▶ What we can do, our perspective
 - ▶ Help them believe
 - ▶ In themselves
 - ▶ In what they are doing
 - ▶ Validate their “why’s”
 - ▶ Many of them don’t have this
 - ▶ We can give them some of ours

Phrase/concept that came to me during preparation

- ▶ Our Universities, Colleges, Schools give us the ability
- ▶ Our students give us Agency
 - ▶ Cambridge dictionary definition and example
 - ▶ the ability to take action or to choose what action to take:
 - ▶ ***The protest gave us a sense of agency, a sense of our own power to make a difference – LOVE THIS ONE***
 - ▶ <https://dictionary.cambridge.org/us/dictionary/english/agency>
- ▶ Once you've seen it and felt it, you can't unsee it or unfeel it
 - ▶ A new perspective one might say
 - ▶ Clarke College DPT student example, from a long time ago

Advisor Level

- ▶ How we can do this (I'm going to stop saying "perspective" for a bit...)
 - ▶ One at a time
 - ▶ Meeting
 - ▶ Phone Call
 - ▶ Email
 - ▶ Moment in the Hallway, Parking Lot... the way out to the Parking Lot
 - ▶ The student in front of you is the most important one (no matter where it happens)
 - ▶ HAVE to believe this ("Lock in" as my 17 year old would say, probably outdated already)
 - ▶ For THAT student, it's true
 - ▶ MCAT prep example from just this past Tuesday...

Advisor Level

- ▶ My approach/philosophy
 - ▶ Ground in reality, but dare to dream big
 - ▶ They are already here, so to quote Andy Dufresne
 - ▶ “if you've come this far, *maybe you're willing to come a little further*”
 - ▶ Help them stretch, see what is possible
 - ▶ Every student can succeed
 - ▶ “It’s not a question of “if” you are going to go to Medical School (insert your student’s version of success here)... it’s a question of where and when”
 - ▶ If THEY believe it, THEY can get there
 - ▶ Still grounded in reality,
 - ▶ Let me give a quick example

What I share with my students

Random Facts about getting into Medical/ Health Professional Schools

- I. Major in whatever you like and do the best in.
 - A. True for the most part.
 - B. Some programs like to see particular majors (i.e. Genetic Engineering or straight graduate schools – MS/PhD)
 - C. Key is a high GPA – average 3.3 – 3.8
 - D. Sometimes a student’s strength is not in the sciences → key not to push to hard and force a poor GPA
 - a. Many schools REALLY don’t care
 - b. Top 3 majors (Best % chance of being accepted to MD School – aamc.org)
 - i. **1. Humanities (Engl, Phil, For. Lang) – 50 %**
 - ii. **2. Physical Sciences (Chem/Phys) – 46%**
 - iii. **3. Math/Stats - 45%**

 - iv. **4. Biology – 41%**
 - v. **5. Social Sciences (Psych/Soc) – 40 %**
 - vi. **6. All other – 39%**
 - vii. **7. Pre-Med – 38 %**
- II. Minimum Science Requirements
 - A. Usually
 - a. 1 year of biology with labs
 - b. 2 years of chemistry with labs
 - i. 1 year “inorganic”
 - ii. 1 year organic (some can substitute Biochem for 2nd sem Organic)
 - c. 1 year of physics → varies depending on program (ie. PA, not required)
 - d. Math through Trig (often Calc., even if its not written)
 - B. Depending on programs...
 - a. Still recommend:
 - i. *Physiology*
 - ii. *Genetics*
 - iii. Biol. Stats
 - iv. **Biochemistry**
 - v. *Anatomy*
 - vi. *Micro.*
 - vii. *Neuro.*
 - b. Often these classes will not HELP a student get into a professional program
 - i. Can help them succeed once they enter a program
- III. Strength of Class Schedule
 - A. Can sometimes make a difference, sometimes not
 - B. sGPA will be calculated
 - C. Usually limited to the science and math courses that are required for admittance
 - a. Medical School is an exception
 - b. Although, they will look at the entire transcript
- IV. Experience
 - A. Health Related – Direct experience working with patients (CNA, EMT, Phlebotomy)
 - B. Public Health – Often through volunteering, but this is gaining momentum
 - C. Service – Overall community service
 - a. Can mean on campus and off campus
- V. Research
 - A. Not a formal requirement for most schools – but can be a significant plus

What I share with my students

UW-Parkside Requirements for local Medical Schools (2024)

School	Bio	Chem	O Chem	Physics	Micro	Anat	Phys.	Biochem	Calc	Stats	Gent	Molec.	Hum	S/B classes	Other	
Rosalind-Franklin (3.61)	1 year	1 year	1 year	1 year	no	no	no	Yes	no	Rec.	no	no	no	6 cr (Psyc/Soca)	Adv. Biology	
Loyola (3.6)	1 year	1 year	1 year	Rec.	no	no	Rec.	Yes	no	Rec.	Rec.	Rec.	no	Psyc – Rec.		
Northwestern (3.92)	1 year	1 year	1 year	1 year	no	no	no	Rec	no	Rec.	Rec	no	2 sem.	Psyc and Soca - Rec		
Rush (3.62)	1 year	1 year	1 year	1 year	no	no	Rec	Rec	no	no	Rec	Rec-Cell Bio	no	Psyc and Soca – Rec	Immun - Rec	
Pritzker (3.91)	1 year	1 year	1 year	1 year	no	no	no	Yes	no	Rec.	Rec.	no	Rec.	Rec.	Rec.	Engl
UIC (3.8)	1 year	1 year	1 year	1 year	no	no	no	Yes	no	no	Rec.	no	no	2 sem.	1 sem.	Adv. Bio
Indiana (3.75)	1 year	1 year	1 year	1 year	no	no	Yes	Yes	Rec.	no	Rec	no	no	Psyc and Soca		
Iowa (3.81)	1 year	1 year	1 year	1 year	no	no	no	Yes	Trig	no	Rec.	no	no	12 cr (Psyc/Soca)	Englx2; Adv. Biology	
Minnesota (3.52)	1 year	1 year	1 year	Rec.	no	no	no	Rec.	no	Rec.	Rec.	no	no	Psyc and Soca	Ethics (Rec)	
St. Louis (3.83)	1 year	1 year	1 year	1 year	no	no	no	Rec.	no	no	no	no	12 cr.	Psyc and Soca	Englx2	
U. of Missouri – Col. (3.77)	1 year	1 year	1 year	1 year	no	no	no	Rec.	no	no	no	no	no	Psyc and Soca	Englx2	
Ohio State (3.75)	1 year	1 year	1 year	1 year	no	Rec.	no	Yes	no	no	Rec.	no	Rec.	Psyc and Soca	Engl/Spch	
Med. Col. Of Wis. (3.75)	1 year	1 year	1 year	1 year	no	no	no	Yes	Rec.	Yes	Rec	no	no	Psyc and Soca	Adv. Bio, Speech	
UW-Madison (3.75)	1 year	1 year	1 year	1 year	no	no	Rec.	Yes	no	Yes	no	no	no	Psyc and Soca	Adv. Bio and writing	

Equivalent Classes at UW-Parkside

Biology

Anatomy → BIOS 300

Physiology → BIOS 341/342

Stats → BIOS 210

Micro → BIOS 303

Genetics → BIOS 260

Biochem → BIOS 307

Molecular → BIOS 309

Intro → BIOS 101 and 102

Chemistry

Gen Chem - CHEM 101/103 and 102/104

Org. Chem - CHEM 321, 322, 323

Physics

Col. Physics I&II - PHYS 105 and 106

MATH (usually need at least 3-4 credits)

MATH 112 – College Alg. II (5 cr)

MATH 113 – Trigonometry (2 cr)

MATH 114 - Col Alg II/Trig (5 cr)

MATH 221 – Calculus I (5 cr)

English

ENGL 101, 168, 201

Communication

COMM 105 – Pub Speaking

Social/Behavioral

PSYC 101 – Intro to Psychological Studies

SOCA 101 – Intro to Sociology

What I share with my students

What we offer Pre-Health Students at UW-Parkside

- I. “Intrusive Advising”
 - a. Help students choose the appropriate major
 - b. Help students pick out classes
 - i. For their major
 - ii. For specific prerequisite classes for specific professional programs
 - iii. Graduation requirements from the University
 - II. Professional Health Experiences
 - a. Shadowing, Volunteering, Internships, Employment
 - b. We have the contacts – all you would have to do is call!
 - III. Application Preparation
 - a. From filling out the forms to
 - b. Knowing the deadlines/timelines
 - c. Essay construction
 - IV. Professional Test Preparation
 - V. Interview Assistance
-
- I. Overall concept:
 - a. There is no part of a student’s undergraduate preparation for professional or graduate programs that we will not be a part of!!!!
 - b. We are committed to student success
 - c. Students will always have access to us
 - d. Students will always know there is a place on this campus where they can come to for information and guidance!
 - e. Absolutely everyone CAN do this... you have to believe...

Advisor Level

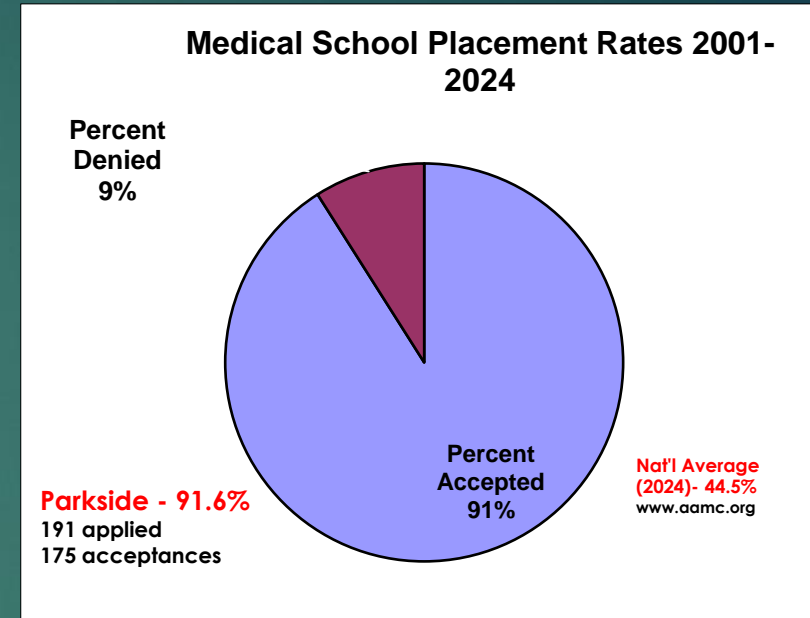
- ▶ How this works
 - ▶ We HAVE to believe it
 - ▶ If they don't believe it, give them some of ours, we don't need it back
 - ▶ And, from Mr. Dufresne once again
 - ▶ *"Remember Red, Hope is a good thing, maybe the best of things, and no good thing ever dies"*
- ▶ But, "Hope", on it's own, is not a plan
 - ▶ Work on the plan, make it realistic but reduce the anxiety
 - ▶ Hope, belief and our support can help drive the plan
 - ▶ Let them know we'll be there for them
- ▶ West Wing example:
 - ▶ <https://www.youtube.com/watch?v=VM56KXM4y4c>
- ▶ My example about "Should I be a CNA vs an MA?" and GPA
 - ▶ Aka – "Stop thinking like a student"

Institutional Level

- ▶ The value of advising
 - ▶ No shortage of literature about this, won't go into this, but it's massive
 - ▶ Retention data
 - ▶ Graduation data
 - ▶ But, there is additional value
 - ▶ 1. The individual student perspective
 - ▶ Example from J.S.
 - ▶ What is student success?

Institutional Level

- ▶ Student Success
 - ▶ Back to the “norms” that are reported
 - ▶ My example:
 - ▶ What I tell my students and what I believe
- ▶ I know the reason for the “norms”
 - ▶ Can't be at the expense of any individual student
 - ▶ Students need to be involved in defining “Student Success”



Institutional Level

- ▶ Engaging in this level of advising requires investment
 - ▶ Be bold, but with your data
 - ▶ Start gathering
 - ▶ Your advisees – how are they doing?
 - ▶ “Norms”
 - ▶ Qualitative data
 - ▶ Surveys and ASK!
- ▶ My story
 - ▶ 125 → 300 → 500
- ▶ Worth fighting for!
 - ▶ Not with Hope alone... have a plan

Technology

- ▶ Many many systems (Navigate, AdvisorTrac, Calendly, Remind...)
 - ▶ Powerful programs
 - ▶ Great for tracking, registration, notes, putting in 4 year plans
 - ▶ Ability to contact students in multiple ways
 - ▶ Email, Texting, even social media platforms
- ▶ Can not be used as a replacement for Advising
 - ▶ A static 4 year plan means very little to a student:
 - ▶ Whose life is changing
 - ▶ Who needs immediate help
 - ▶ Who is struggling

Technology

- ▶ Needs to complement and enhance advising
 - ▶ Accessible
 - ▶ Friendly to all
 - ▶ Students, Advisors, Admin
 - ▶ Appropriate for each institution
 - ▶ Advising is not a cookie cutter/cut and paste
 - ▶ The technology that supports it can't be that either

AI, not just coming

- ▶ Just Think
- ▶ Virtual Advisor – Ellucian
- ▶ What is their elevator speech?
 - ▶ Limited resources
 - ▶ Universities struggle to provide one-on-one advising
- ▶ Never been more important to continue to stress the value of the investment of advising
- ▶ AI can be a tool, but it's a technology

Effective, Engaging Advising – Last thoughts

- ▶ This has always been about relationships
 - ▶ Students aren't loyal to Universities, Colleges, Departments
 - ▶ They are loyal to people
 - ▶ Think back to your past – who made an impact
 - ▶ Okay, now HOW did they make an impact
 - ▶ Me – Light, Whittler, Bob, Dad
- ▶ Re-Imaging Student Advising
 - ▶ Doesn't have to mean doing it all differently
 - ▶ Let's re-imagine this, not from our perspective, but from our students
 - ▶ See it from their perspective, but know YOUR perspective
 - ▶ Know their why's, help them KNOW their why's
 - ▶ Remember yours.
- ▶ What's Effective, Engaging Student Advising...
 - ▶ Keeping the student at the center of everything
 - ▶ Help them define what Success means to them, then
 - ▶ Fiercely help them achieve that success

Effective, Engaging Advising – Last thoughts

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Effective, Engaging Advising – Last thoughts

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Thank you all so much, with all of my hope

