



The Academic Advisor Newsletter

Peer Tutoring Service Highlights

CASA Tutoring Center

Location: Communications Center (CC)120

Hours of Operation: Mon.-Fri. 9am - 6pm

One on one tutoring is available in a wide range of courses. To set up an appointment students can go to casatutoring@appointy.com.

Academic Enrichment Program (AEP)

Location: Residence Halls

Hours of Operation: Sun. – Thurs. 4pm – 12midnight

Appointments and walk-in tutoring are available to all students in primarily general education courses. For more information visit www.morgan.edu/aeptutoring.

University Writing Center

Location: Earl S. Richardson Library 101-106

Hours of Operation: Mon. – Fri. 9am - 5pm

The Writing Center can be used to discuss work, clarify ideas, and improve students' writing skills. To schedule a one on one tutorial session students can send an email to writingcenter@morgan.edu with their availability.

October 2018

In this Issue:

- ⇒ Peer Tutoring Service Highlights
- ⇒ *Student Services Spotlight:* Advancing Student Performance and Achievement Program
- ⇒ Important Dates
- ⇒ *Featured Academic Advising Excerpt:* Advising: 3 Ways to Take the Conversation Beyond Registration



Student Services Spotlight:

Advancing Student Achievement and Performance (ASAP) Program

The Advancing Student Achievement and Performance (ASAP) program under the auspices of the Morgan State University's School of Community Health and Policy's - Undergraduate Student Support Services and other academic support programs, provide supplemental knowledge and learning opportunities and guidance for undergraduate students from matriculation to graduation.

Program Goals

To help students majoring in **Health Education, Nursing and Nutritional Sciences** set realistic academic and professional goals.

To help students make **early** and **informed decisions** about their future persistence and success in the school's pre-health professional programs.

To help students navigate their academic journey from the classroom to the workplace.

Strategy for ASAP: "Triple E" (Engagement + Enhancement = Excellence)

"Triple E" targets core areas linked to our students' achievement and success. Focused efforts on key areas will result in performance excellence during and after matriculation. To maximize benefit, students must enroll in the **ASAP** program beginning first semester freshman year.

E1- Engagement - Early and continuous engagement of first time Freshmen from matriculation to graduation will occur through tailored student support services, one-on-one advisement, and group activities.

E2 -Enhancement - Students will be exposed to essential skills and information for academic and life-long success through participation in a series of informational sessions and field experiences. Competencies that will be promoted include: Critical Thinking; Study Skills and Test Taking Strategies; Interpersonal Communication; Time Management; Writing Skills; Professionalism

E3 - Excellence - Outcomes

Students will be able to utilize acquired skills throughout academic progression at Morgan State University to perform at the top of the class.

Students will be well prepared for professional life post-graduation in their respective academic disciplines.

Source: Ms. Shelia Richburg

Director, Undergraduate Student Support Services

Important Dates

October
2018

October 9th

SYE Opportunities
Fair

11am-3pm
USC Ballroom

October 17th

Career Day

10am—1pm
Hill Field House

October 1st—30th

Study Abroad 101
Info. Sessions

Every Mon., Wed., Fri.

11am & 3pm
Montebello Complex
D208

Featured Academic Advising Excerpt:

Advising: 3 Ways to Take the Conversation Beyond Registration

After an academic year begins, advisors can start to breathe a little easier once most of the fires have been put out, questions have been answered, schedule adjustments have been made, and students are mostly settled into their classes. The anxiety that accompanies long, fast-paced days may begin to dissipate.

During this time, advisors are left scratching their heads, asking themselves, "Why can't these students register themselves?"; "Why does this student continue to check with me even though I already gave her the information?"; and, even, on the worst days, "What is wrong with these students?"

As things calm down during this period, I encourage advisors to reflect on the nature of student needs, and reconsider the dynamics involved in the student experience and the role of the academic advisor.

As an advisor, there are several factors you can address to reduce a student's continued reliance on you. These are:

1. The student's readiness to achieve key tasks
2. Your own understanding of the student's needs and expectations for the advising process
3. Engagement and opportunities to help students make connections across campus

1. Readiness - Developmental advising involves taking a holistic approach to advising and forming partnerships with students. Students will most likely not expect to engage in a developmental advising relationship, as they often view the advisor as the expert who can provide information *to* them. Their expectations fall closer to the realm of prescriptive advising.

In order to effectively deliver developmental advising, it is important to first assess where the student is developmentally, and to avoid prescribing activities for which the student may not be ready. Remember that a student's developmental readiness is not a measure of age or academic level. For instance, a first semester doctoral student who has never taken a doctoral level course may have the same amount of readiness as a first semester freshman. By engaging students in discussion and asking questions, advisors can better assess readiness.

Once the advisor assesses the readiness of a student to achieve a particular task, the advisor will be able to offer better follow-up responses to the student. Does the student need basic information regarding how to access resources? Does the student know how the resources can benefit her? Is the student hesitant to take advantage of the resources? If so, what is the cause for concern? The real work of the advisor is to ask the right questions.

Continued on page 4

Advising: 3 Ways to Take the Conversation Beyond Registration

2. Advising Needs and Expectations - When a student repeatedly contacts you for what seem like trivial, redundant things, you may wonder, "Why can't this student figure this out or do it for himself?" But rather than become annoyed with the student's "neediness," take the time to evaluate what the student's actual needs are.

For instance, a student may call every semester to ask what he needs to register for. You may have provided him information on how to access his degree audit. You may have reviewed the degree audit with him. You may have helped him develop an academic plan and showed him how to find the schedule of classes and how to register himself. Yet still, he comes back.

This is a good thing!

You need to realize that there is something that the student gets when he contacts you. Perhaps it is affirmation that he is on the right track. Perhaps it is reassurance that he hasn't made mistakes. Maybe he just wants to connect with someone he trusts. I often receive feedback from students expressing their gratitude for the assistance I've provided them, and what students are grateful *for* can differ: One student refers to "the kind voice that kept me informed and encouraged," while another mentions the "great information and . . . positive words."

Instead of reiterating that he already has all of the tools he needs, take the opportunity of this visit to move him forward in some way. Ask open-ended questions that help you better understand his experience and concerns, and that reinforce his successes.

3. Engagement and Opportunities to Help Students Make Connections - When advisors find themselves caught up in seemingly mundane administrative tasks, they should focus instead on the person who is positively impacted by their actions. It is through frequent contact that advisors have the opportunity to make a significant impact on student success and persistence.

Through engaging students in meaningful interactions, an advisor can help support students throughout their academic experience. Advisors can also make targeted referrals and provide tools for students to make additional connections throughout the institution.

Strategies for helping the student make connections:

- After providing information to a student, encourage the student to follow up with you. A simple phrase such as "Let me know how it goes" can make the student feel that you are concerned for him.
- Call a colleague while the student is in your office. Put the colleague on speaker and facilitate the connection between the two.
- Describe the individual to whom you are referring a student. Statements such as "She's great, you'll like her," or "He is very student-oriented" can help defuse any anxiety the student may have.
- When referring to departments or events, try to provide the student with the name of someone with whom she can initially connect.

By analyzing the nature of student inquiries and anticipating student needs, advisors can more effectively serve students through the development of a meaningful, long-term advising relationship.

Source: Ohrablo, S. (2015, Jan). Advising: 3 ways to take the conversation beyond registration. Retrieved from <https://www.academicimpressions.com/advising-3-ways-to-take-the-conversation-beyond-registration/>