



A NEWSLETTER FOR ACADEMIC ADVISORS

POWER Program

POWER Stands for Providing Opportunities with Enhanced Resources, and is the name for Minot State University's TRiO Student Support Services Program.

POWER works with 200 MSU students who are US Citizens working on their first Bachelor's degree who meet one or more of these qualifications:

- First Generation College student, meaning neither of their parents have earned a Bachelor's degree
- Within income guidelines – taxable income is not more than 150% of the low income level set by the US Census Bureau
- Student has a documented disability

POWER Center is committed to students' academic, personal, social, and career success. The Center offers opportunities and services designed to optimize individual growth with campus engagement, community involvement, and enriched cultural experiences. Through advocacy, mentoring, exploration, and inspiration each student is empowered to become a responsible, life-long learner.

Services provided to students by the POWER Center include: assistance in registration and course selection, peer mentoring, supplemental tutoring, supplemental instruction, workshops, a designated study area, and many other support services.

New this year is the POWER Summit: an alternative spring break program geared towards personal development and career exploration for POWER Students.

The POWER Center is one of 1,028 TRiO – Student Support Services programs funded by the US Department of Education and is here to strengthen and inspire students as they embark on their higher education journey.

For more information or to refer a student to POWER, contact Keryl Lesmann at 858-4047.

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February 2013

Dates to Remember

Tuesday, February 5

Advising Webinar, 2 – 3:30 P.M.
Westlie Room

Wednesday, February 6

Student Success Workshop: How to
Read a Textbook

Tuesday, February 12

Student Success Workshop: What
Were You Thinking?

Monday, February 18

Presidents' Day, University Closed

Wednesday, February 20

Student Success Workshop: Top 10
Tips for Terrific Test-Taking

Tuesday, February 26

Student Success Workshop: Everything
You Wanted to Know About Financial
Aid But Didn't Know to Ask!

Wednesday, February 27

Student Success Workshop: Resumé
"Check-Up"

Thursday, February 28

Student Success Workshop: Time
Management

CONTACT INFORMATION

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All Welcome ...

Advising Webinar – Intrusive Academic Advising: An Effective Strategy to Increase Student Success

When: Tuesday, February 5 — 2 – 3:30 P.M.

Where: Student Center, Westlie Room

Overview: First formulated by Robert Glennan in the mid-1970s, the concept of Intrusive (sometimes referred to as Proactive) Academic Advising has been found to have a positive impact on student success. Intrusive academic advising means that colleges and universities—through instructional faculty, academic advisors, counselors, and others—take the initiative to reach out to students to offer advice, support, and assistance, rather than waiting for students to seek help. For example, intrusive academic advising expects that advisors will schedule meetings with their advisees at critical junctures, especially during the first year of enrollment, following receipt of notifications of academic difficulty, planning academic programs, and changing majors.

Intrusive academic advising does not mean “hand holding” or the return of in loco parentis. Rather, it suggests that faculty, counselors, academic advisors and others demonstrate an active concern for students’ academic progress and a concomitant willingness to assist students to understand and utilize programs and services that can increase the likelihood for their success. Intrusive academic advising programs and advisors understand that many students, especially those who may be at greater risk for dropping out, often do not seek assistance in time for the assistance to have a positive impact on their progress. This webinar will look at the principles, philosophy, effects, best practices, and successful implementation of Intrusive Academic Advising.

Participants will:

- Learn the principles and philosophy of intrusive academic advising
- Review how and why intrusive academic advising impacts student achievement, persistence, and success
- Discuss how to implement intrusive academic advising programs and interventions
- Discover professional development opportunities for intrusive academic advising programs and advisors
- Learn best practices in intrusive academic advising

Who should attend?

- 2-year and 4-year institutions
- Student Services/Affairs Administrators & Staff
- Academic Advising Administrators & Staff
- Deans
- Faculty
- University 101 and First Year Experience Directors/Staff
- Student Retention Specialist and/or Committee

Transfer Tidbits

Viewing Course Substitutions in Degree Audit

Using the Degree Audit in CampusConnection is a useful tool; however, it is important to know how to view course substitutions in the system. There is a column titled “Notes” where a number may be inputted. To see what the substitution is you will need to click on the 01 in the notes column (see screen shot #1). The note will explain which courses are being substituted (see screen shot #2).

Management Requirements-CL2295/AR0793 **Screen Shot #1**

Not Satisfied: Management Requirements-CL2295/AR0793

• Units: 24.00 required, 9.00 taken, 15.00 needed

The following courses may be used to satisfy this requirement:

Course	Description	Units	When	Grade	Notes	Status
ACCT 321	Managerial Accounting	3.00				
BADM 303	Human Resource Management	3.00	2012 Spring	C		✓
BADM 304	Entrepreneurship/Small Bus Mgm	3.00				
BADM 307	International Business	3.00				
BADM 416	Operations Management	3.00				
BADM 427	International Marketing	3.00	2012 Summer	C	01	✓
BADM 436	Org Behavior Prin & Practices	3.00	2013 Spring			◆
BADM 465	Strategic Management	3.00				
BADM 489	Entrep & New Venture	3.00				

View All | First | 1-9 of 9 | Last

Academic Advisement Report Including In-Progress **Screen Shot #2**

[Return to Academic Advisement Report Including In-Progress](#)

Note	Description
01	Substitute Badm 427 for Badm 307 both from MSU per Dr. Ross. 1/8/13

Types of Advising

Prescriptive Advising

Crookston describes prescriptive advising where “the advisor presumably ‘teaches’ and the student ‘learns.’”

Developmental Advising

According to Crookston, developmental academic advising “is concerned not only with a specific personal or vocational decision but also with facilitating the student’s rational processes, environmental and interpersonal interactions, behavioral awareness, and problem-solving, decision-making, and evaluation skills. Not only are these advising functions but...they are essentially teaching functions as well.”

Intrusive Advising*

The intrusive model of advising is action-oriented to involving and motivating students to seek help when needed. Utilizing the good qualities of prescriptive advising (expertise, awareness of student needs, structured programs) and of developmental advising (relationship to a student’s total needs), intrusive advising is a direct response to identified academic crisis with a specific program of action. It is a process of identifying students at crisis points and giving them the message, ‘You have this problem; here is a helpservice.’

Prescriptive vs. Developmental Advising**

Prescriptive	Developmental
Advisor tells student what he/she needs to know about programs and courses.	Advisor helps student learn about courses and programs for self.
Advisor knows college policies and tells student what to do.	Advisor tells student where to learn about policies and helps in understanding how they apply to him/her.
Advisor tells student what schedule is best.	Advisor teaches student how to register self.
Advisor informs about deadlines and follows up behind student.	Advisor informs about deadlines then lets students follow up.
Advisor tells student which classes to take.	Advisor presents class options; student makes own selections.
Advisor takes responsibility for keeping advising file updated.	Advisor and student share responsibility for file.
Advisor keeps informed about academic progress through files and records.	Advisor keeps informed about academic progress through records and talking to student about academic experiences.
Advisor tells student what to do in order to get advised.	Advisor and student reach agreement about nature of advising relationship.
Advisor uses grades and test results to determine courses most appropriate for student.	Advisor and student use grades, test results, and self-determined interests and abilities to determine most appropriate courses.
Advisor specifies alternatives and indicates best choice when student faces difficult decision.	Advisor assists student in identifying alternatives and weighing consequences when facing difficult decision.
Advisor takes care of academic problems.	Advisor teaches student problem-solving techniques.
Advisor does not deal with vocational opportunities in conjunction with advising.	Advisor deals with vocational opportunities in conjunction with advising.
Advisor suggests what student should major in.	Advisor suggests steps student can take to help decide on a major.
Advisor identifies realistic academic goals based on grades and test results.	Advisor assists student in identifying realistic academic goals based on grades, test results, and self-understanding.
Advisor is not knowledgeable about help available with non-academic concerns.	Advisor is knowledgeable about available help for non-academic concerns.
Advisor does not encourage discussion of personal problems.	Advisor encourages discussion of personal problems.
Advisor is concerned mainly about academic life of student.	Advisor is concerned about personal, social, and academic life of student.
Advisor unaware of student's outside-the-classroom life.	Advisor shows interest in student's out-of-class life. Advisor discusses academic and other-than-academic interests and plans.
Advisor provides information mainly about courses and class schedules.	Advisor provides information about workshops and seminars in areas such as career planning and study skills, and courses and class schedules.
Advisor does not spend much time discussing time management and study techniques.	Advisor spends time discussing time management and effective study techniques.

*Earl, W.R. (1987). Intrusive advising for freshmen [Electronic version]. Retrieved from the NACADA Clearinghouse of Academic Advising Resource Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Intrusive-Freshmen.htm>

**Crookston, B. B. (1972). A developmental view of academic advising as teaching.

February Student Success Workshops

Please share the following Student Success Workshops with your advisees. All students are welcome to attend!

How to Read a Textbook

Wednesday, February 6 • 2 – 2:50 p.m. Old Main 104

Presented by Dr. Lesley Magnus, Associate Professor, Communication Disorders

Overwhelmed by the size of your textbooks? Come learn about strategies and techniques for efficiently reading a textbook.

What were you thinking?

Tuesday, February 12 • 1– 1:50 p.m. Old Main 218

Presented by Jessica Smestad, Coordinator, Tutoring and Mentoring

Understanding learning styles can help students maximize academic success. Participants of this workshop will be given an overview of different learning styles in addition to taking an inventory that will identify their own preferred learning style and what it means for the way they learn and interact with others.

Top 10 Tips for Terrific Test-Taking

Wednesday, February 20 • 12 – 12:50 p.m. Swain 106

Presented by Dr. Lisa Borden-King, Associate Professor, Teacher Education & Human Performance and Dr. Rebecca Anhorn, Associate Professor, Teacher Education & Human Performance

Learn strategies and tips for studying, test-taking and overcoming test anxiety.

Everything You Wanted to Know About Financial Aid But Didn't Know to Ask!

Tuesday, February 26 • 10– 10:50 a.m. Old Main 102

Presented by Merri Jo Connole, Assistant Financial Aid Director and Cheryl Jenkins, Financial Aid Counselor

Did you know there is a limit to how much in student loans you can borrow? Did you know dropping or withdrawing from classes can affect your financial aid? Did you know that even if your parents make a bazillion dollars you can still get a student loan? Get answers to these and other questions you didn't know to ask about financial aid.

Resumé “Check-Up”

Wednesday, February 27 • 1 – 3 p.m. Conference Center 3rd Floor, Student Center

Does your resumé have a heartbeat? Give your resumé an annual “check-up” to keep it up-to-date and ready to use at a moment's notice. Employers and Student Success Center staff will review and suggest up-to-date resumé techniques to make your resumé stand out. Pre-register by February 20. To register, stop by the Student Success Center, second floor, Student Center, or call 858-3362 or e-mail msujobs@minotstateu.edu.

Time Management

Thursday, February 28 • 2 – 2:50 p.m... Hartnett Hall 311E

Presented by POWER Center Staff

What do you have in common with President Obama, Bill Gates, and Rihanna? You all have 24 hours in your day. Obviously those hours are spent doing different things, but the fact is that we all have the same amount of time every day to accomplish what we need to: it is a matter of how we do it.

Fall 2013 CONNECT Dates

Please mark your calendars, as the dates have been set for the Fall 2013 CONNECT sessions. Once again, faculty from all departments/divisions will be asked to assist with academic advising on these dates. Faculty advisors will also be asked to participate in a CONNECT Advisor Information Session in April – more information to come! Academic advising will take place from 12:30 p.m. until approximately 4:15 p.m. Phone advising appointments will be scheduled on CONNECT dates at 11:15 a.m., and 10:30 a.m. if an additional appointment is necessary, for those students living at a distance from Minot. Both transfers and freshmen will be invited to attend any of these dates.

Fall 2013 CONNECT SESSIONS

Monday, April 29	Friday, June 21
Friday, May 31	Thursday, July 18
Monday, June 3	Friday, July 19
Wednesday, June 19	Monday, August 5
Thursday, June 20	Friday, August 23