

Advising Findings

THE PIONEERS FOR HOPE LEARNING FRAMEWORK STUDY*



APPRECIATIONS

Students appreciated it when advisors:

- Responded quickly to emails or calls
- Offered individualized support that conveyed a sense of genuine interest in the student's success
- Provided clear guidance

I was able to make an appointment with my EXCEL counselor to go over my GE, upper division classes within a week, and I think that was awesome I didn't have to wait. So going into the semester I know what classes I need to take. I know how many units, I know where I'm standing. I got an estimated date of when I graduate, so I think that was awesome.

CHALLENGES

Students described challenges such as:

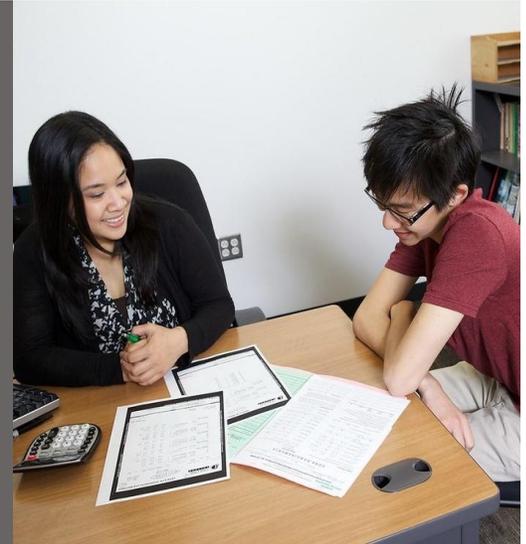
- Getting conflicting information
- Feeling uncertain about where to get the correct information
- Being asked to go to various offices across campus to access needed support
- Waiting a long time to see an advisor

Interviewer: You said you want to be a counselor?

Student: Yes.

Interviewer: Like what kind of a counselor?

Student: Kind of an academic counselor. So, um either high school or college. But I specifically want to work with student support programs, kinda like EOP... just because I owe my success to [them].



Suggestions

Student suggestions included:

- Increase in the number of advisors to reduce wait times and make appointments feel less rushed
- More support in choosing majors
- Increased understanding around the needs of students with health, mental health, disability, caregiving, work, basic needs, and other life issues.
- Screenshot videos demonstrating how to register for classes and use other online resources.
- More text updates and reminders
- A “one-stop shop” for all student services

Sometimes it's really hard meeting with our counselors...if I don't go the first week of school and I wait till the middle, I can't see her till a month after just because it's so many students to a limited staff.

*The Pioneers for Hope Learning Framework Study

These findings are from the Pioneers for Hope Learning Framework study (PI: Edward Inch; Co-PI: Sarah Taylor), a two-year project funded by the Stupski Foundation to support student success. In 2018, we interviewed students 3-4 times over the course of 4-6 months (n=53 at Wave 1; n=48 at Wave 4) about their academic and personal goals, and the things they felt would support or hinder achievement of their goals. To learn more about the study, please visit our website:

<http://www.csueastbay.edu/learningframework/>

So, I just think like counseling plays a big part in retention. Like if you can spend more time with someone and they can open up more, and you can, you know, guide them...[in] the right direction.