

Match & Fit: Advising Students for Postsecondary Success

*Considering All Components of Fit:
Academic, Financial, Social/Emotional and
Cultural*

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“

The solution to our most pressing human
problems is education.

”

JEFF MAGGIONCALDA
CEO OF COURSERA

Forbes

Audience Participation

As a group, let's identify what students are looking for in a college or institution when it's time to make that decision.



Audience Participation

Now let's be honest –
What were you looking for when you made the
decision?



Operational Definitions

Academic
Acumen:

Institutional
Selectivity:

Summer Melt:

Undermatched:

What Has Changed?

The College
“Choice”

Changing Needs
of College
Students

Increasing Costs

Understanding
the Components
of Financial Aid

Online Content

Picking the
“right major”

Nonacademic Factors in College Readiness and Success

1. Individual Psychosocial Factors

- motivation (e.g., academic self-discipline, commitment to school) and self-regulation (e.g., emotional control, academic self-confidence);

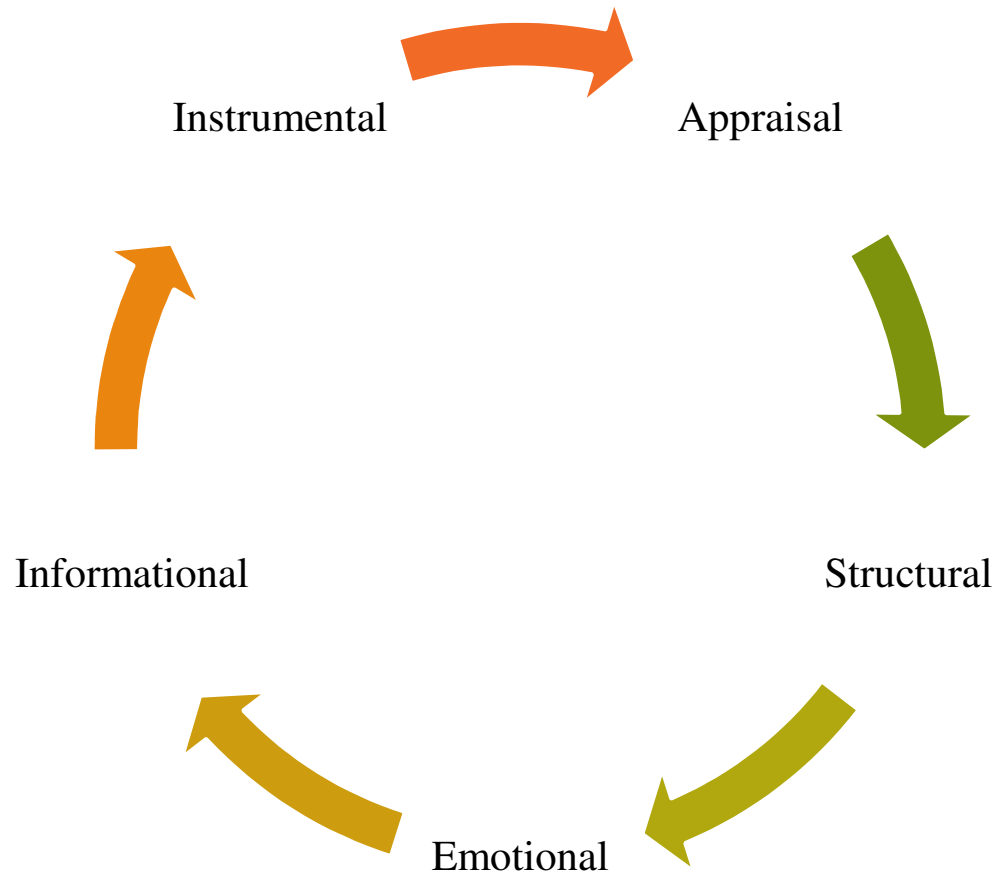
2. Family Factors

- attitude toward education, involvement in students' school activities, and geographic stability; and

3. Career Planning

- identifying a good fit between students' interests and their postsecondary work.
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Academic & Social Support Strategies



Tackling the Beast “*Institutional Fit*”

What does the term *Institutional Fit* really mean?

Preparation

College
Major/Degree
Program

Affordability

Academic
Rigor

Extracurricular
Opportunities

Leadership
Opportunities

Defined
Supportive
Services

Outreach and
Collaboration

Follow-Up
Passing the
Baton

Other

When and Where I Enter

Campus Visits: *Beyond
The Dog and Pony
Show*

Are You Ready:
prepare your questions,
know your cues and do
your homework.

Are They Ready:

- do the staff and faculty know your program?
- do they know your target population?
- have they prepared information that is specific to the challenges and interests of your students?
- is their presentation “canned”?

Follow-Up:

- are you preparing your *students* to follow up after the visit?
 - is the campus responsive?
 - is the campus connected to the community for opportunities and expanded experiences?
-

“I really want to go to...”

What are the myths of the college experience (you will hear this again)?

Identify the myths that you and your students hold and often their families and friends ascribe to early in the process;

Identify all admissions requirements and the realistic costs/financial assistance as well as resources available to your students (you will hear this again);

Let's *identify style over substance*; and

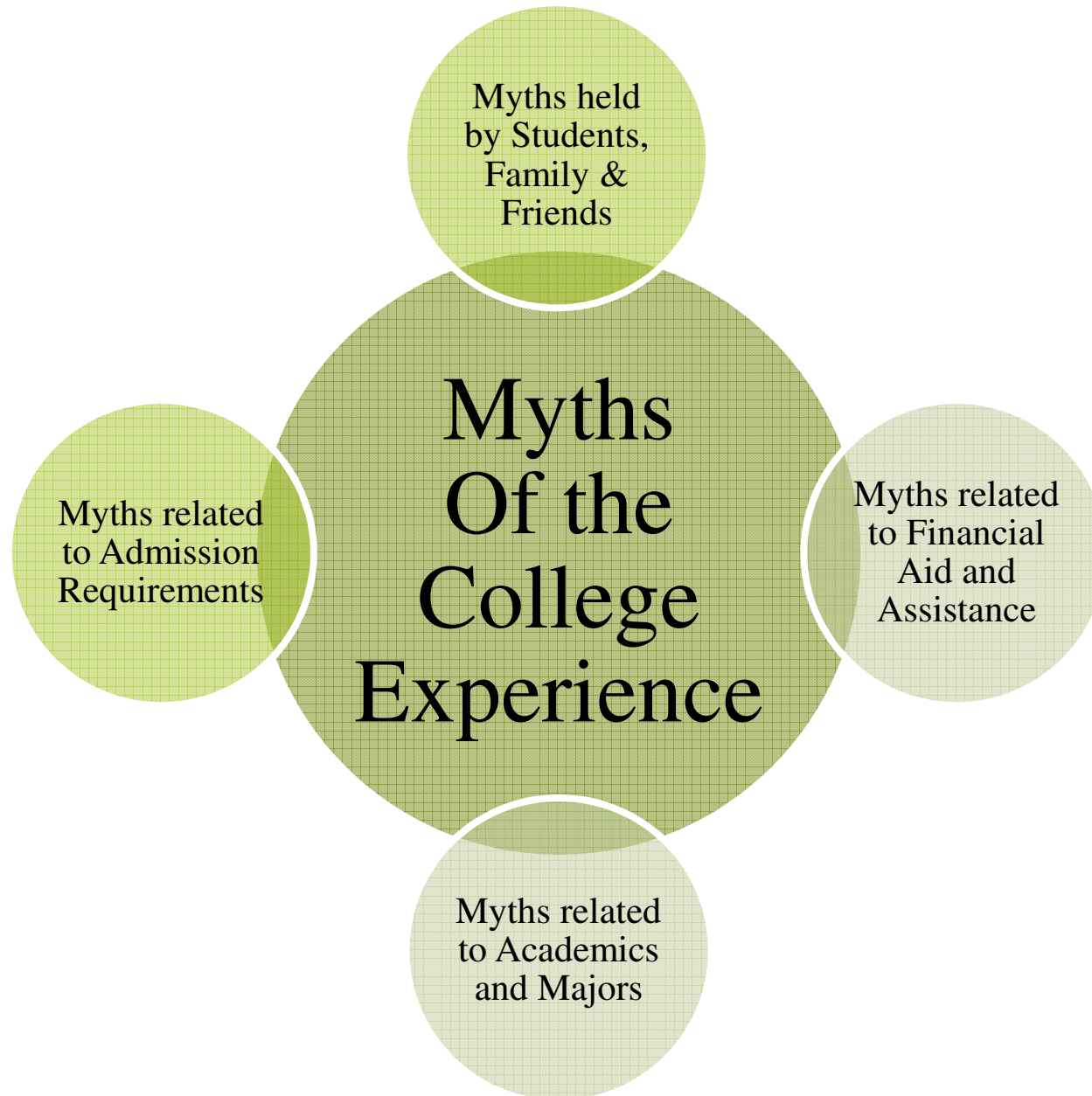
Where do we draw the line between ally and advocate?



Audience Participation

Let's talk about a "college going culture and those myths of the college experience"





“The real truth is...”

For the first generation and first generation residential student, the struggle is often the same;

The importance of *branding* and *association* – major time with minor people;

Family is a broad/expansive term, understand your student’s role in their family, they will revive it; and

Have “the conversation” regarding changes in family, friends and of themselves evident after the first semester of college.

“Go to the -- office and talk to ----”

Build *your* resource base.



Make sure your students are aware of the resources on campus beyond the website and phone number.



Make sure that the campus resources know your program, the students you serve and your expectations.



If you want them to invite you, you must invite them.



“Did you talk to ---- about ----”

A connection is only complete when both parties are on the line.

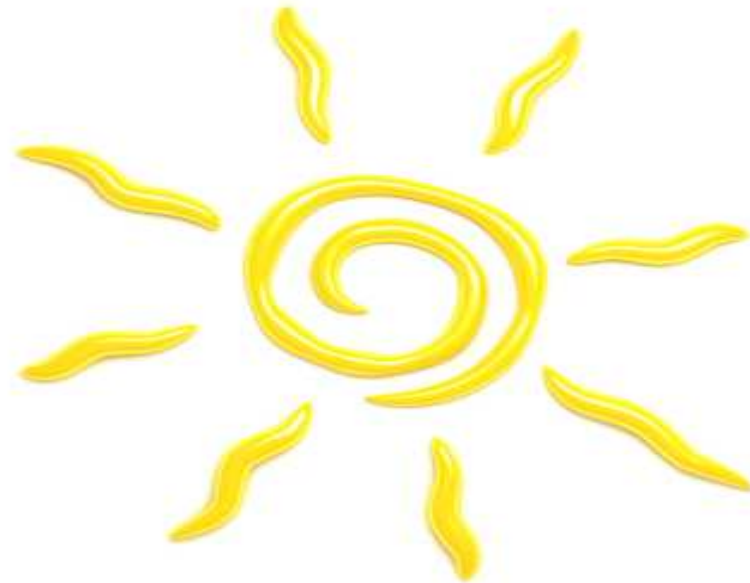
Discuss the difference between a teacher and a professor/instructor – and make sure it sticks.

Leadership opportunities are to support academics, not supplant them.

Good students are defined by what they do, as well as what they do not do.

Audience Participation

We are tackling the Summer Melt, what about Winter Frost?





HIS
PEOPLE'S
RAGE

Marvel Studios

BLACK PANTHER

IN 3D, REALD 3D In Cinemas Soon Also in IMAX 3D

Participation Counts...Extra Credit?

Share with the family and the student's support system the reality of academic rigor.

Work with the student to establish boundaries and relationships that support the collegiate journey.

The only thing that is good sugar coated is a doughnut – our students are resourceful and resilient, sometimes we are not.

Accountability...and the degree goes to...

Resources are emotional, intellectual, physical, fiscal and *limited...potential is not.*

Dreams are important and inspirational; are their goals ambitious and attainable?

If the student does not own the process, the student cannot survive the system.

We are all in the business of creating scholars...

Empowering Vs. Enabling Students

Caregiving (Empowerment) gives the responsibility/accountability to the student.

- A caregiver provides advice, insight and guidance with understanding and interpreting instructions.
- The goal is to assist and support the acquisition of the skill.
- This approach gives the responsibility and accountability to the student.

Caretaking (Enabling) removes the responsibility/accountability away from the student.

- A caretaker provides step-by-step instructions, focusing on the task rather than teaching the skill.
- The key is timing – “*the when and when not to*”
- Removes the responsibility and accountability from the student.

Planning Must Be Ongoing


Identify their interests: majors, programs, institutions – (create a short list)



Identify all admissions requirements and costs (real costs) along with available institutional funding or assistance



Identify where the student really is in terms of making this critical decision –will you be caregiver or caretaker?

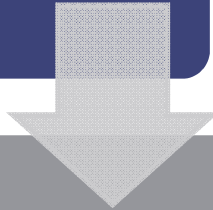


Planning Must Be Ongoing

Address on-campus/off-campus living arrangements, campus resources and common challenges.



Address the expectations and responsibilities of college level work, classroom behavior and performance.



Discuss the importance of being a member of the campus as well as the entire community.



Creating the College Going Culture

4 “C” Approach

Commitment

To the standards for achievement and understanding the need for access and assistance at every level of student ability.

Connection

To the resources, opportunities and support that make and keep education attainable and affordable.

Creating the College Going Culture

4 “C” Approach

Compliance

Emphasizing the importance of the responsibility on the part of the student and their family to path of education of their chosen institution.

Compassion

The entire campus must act from a compassionate perspective in providing support and assistance to all students.

Audience Participation

Selecting A College: Engagement Matters – College Planning Checklist

**BUILT, NOT BOUGHT.
HUSTLED, NOT HANDED.
EARNED, NOT GIVEN.**

Undermatching

Students are most likely to graduate college when they attend the most academically demanding institutions that will admit them (Bowen, Chingos, and McPherson).

Undermatching takes place when a student attends a college, university or institution that is below their academic achievement level.

Students that are undermatched are less likely to graduate with a degree.

Assisting students in identifying the right academic match and “fit” is essential for their success.

Students can experience a great “fit” while still being undermatched.

A photograph of a dark, weathered wooden door with a semi-circular window at the top. The door is set in a brick wall. The text is overlaid on the door in a white, serif font.

If it doesn't
open, it's not
your door.

Scholarship Clinics

What current resources are you sharing with your students in preparation for scholarship application completion?



Scholarship Clinic Recommendations

Create a realistic timeline with students;

Prepare general tips and strategies for successful scholarship applications;

Help students understand scholarship criteria (and let them know how to seek help if they need it);

Assist students in creating or improving their resume to highlight their current achievements and successes;

Share tips on securing letters of recommendation (when to request, how to request and sending “thank you” cards);

Engage students as they write their personal essays and prepare for in-person interviews; and

Highlight scholarship scams and things to avoid while completing applications.

Recommendations

In designing your programs and services related to academic match and institutional fit, work closely with your campus colleagues in admissions and financial aid to decipher the “true message” that is being given to our students.

Recruit allies across divisional and territorial lines to provide assistance in your efforts – develop a model that assists both the staff and students in recognizing the key components of a proper match.



Increase your knowledge on the academic programs, social and leadership activities and campus climate of the institutions that your students often note as their 1st and 2nd choice.

Break down the current model of campus visits – beyond admissions, meet with the academic support and services staff, talk to the staff in equity/diversity issues, have a conversation with the financial aid and billing staff – meet with advisors. Assisting your student in choosing the right fit and environment is critical to their success – broaden the scope of the visits.

Summary

Accountability and responsibility are critical for the success of all students – reinforce their importance

Empowering vs. Enabling

Assist the student in avoiding the trap of “undermatching”

Refer and learn to relinquish the misperception of our ability to serve as the “*do all and be all*” for students

DQC (Define, Question and Challenge)

Resources

- Andreatta, B. (2009). *Navigating the Research University: A guide for first-year students.*(2nd. ed.). Boston, MA: Wadsworth Thompson Learning.
- Arndt, T. (2011). *Life During College: Your Guide to Success (3rd ed.).* Life After Graduation: United States of America
- Chandler, S. & Crane, E. (2005). *Say Yes to College: A Practical and Inspirational Guide to Raising College-Bound Kids.* New York, NY: Penguin Books
- Cushman, K. (2006). *First in the Family: Advice about college from first-generation students.* Providence, RI: Next Generation Press.
- Howe, N. & William, S. (2007). *Millennials Go to College (2nd ed.).* United States of America: LifeCourse Associates.
- Van Blerkom, D. (2010). *Orientation to College Learning (7th Ed).* Boston, MA: Wadsworth.
- Wissner-Gross, E. (2006). *What Colleges Don't Tell You (And Other Parents Don't Want You to Know): 272 Secrets for Getting Your Kid Into the Top Schools.* New York, NY: Penguin Books

Online Resources

- Analysis Questions Assumptions Behind ‘Undermatching’ Theory
 - <https://www.insidehighered.com/news/2014/02/10/analysis-questions-assumptions-behind-undermatching-theory>
- A Stronger Nation through Higher Education: Ten-year time horizon brings Goal 2025 into sharp focus
 - http://www.luminafoundation.org/files/publications/A_stronger_nation_through_higher_education-2015.pdf
- Beyond High School: Building Better Futures
 - http://stlouisgraduates.org/sites/default/files/files/Beyond_High_School_Building_Better_Futures.pdf
- Developing 20/20 Vision on the 2020 Degree Attainment Goal: The Threat of Income-Based Inequality in Education
 - http://www.pellinstitute.org/downloads/publications-Developing_2020_Vision_May_2011.pdf
- Helping Students Navigate the Path to College: What High Schools Can Do
 - http://ies.ed.gov/ncee/wwc/pdf/practice_guides/higher_ed_pg_091509.pdf
- Intervening With High Performing, Low-Income Students Changes Enrollment Patterns
 - <https://www.insidehighered.com/news/2015/01/05/intervening-high-performing-low-income-students-changes-enrollment-patterns-study>

Online Resources

- Lumina Foundation: Results and Reflections, An Evaluation Report
 - http://www.luminafoundation.org/publications/Results_and_Reflections-Making_the_numbers_add_up.pdf
- Make Me a Match: Helping Low-Income and First-Generation Make Good College Choices
 - http://www.mdrc.org/sites/default/files/college_match_brief.pdf
- Pell Institute Fact Sheets
 - http://www.pellinstitute.org/fact_sheets.shtml
- Undereducated American
 - <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/undereducatedamerican.pdf>
- White House Report on Increasing College Opportunity for Low-Income Students
 - http://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students_1-16-2014_final.pdf