

Key Resources from “Proactive Advising Practices”

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Importance of Proactive Advising Practices on Student Success

Donaldson, P., McKinney, L., Lee, M., and Pino, D. (2016). First-Year Community College Students’ Perceptions of and Attitudes Toward Intrusive Academic Advising. *NACADA Journal*; 36 (1): 30–42. doi: <https://doi.org/10.12930/NACADA-15-012>

This study examines the relationship between intrusive advising (now commonly referred to as proactive advising) and success of community college students. Using a qualitative, case study approach, the researchers identified benefits and limitations from intrusive advising strategies.

Museus, S.D., and Ravello, J.N. (2021). Characteristics of Academic Advising That Contribute to Racial and Ethnic Minority Student Success at Predominately White Institutions. *NACADA Journal*; 41(2): 13-25.

In studying how academic advisers can support students from minority populations, Museus and Ravello identify three important findings. First, humanizing academic advising is important by showing academic advisers as human beings, and academic advisers caring about their racial and ethnic minority students. Second, holistic advising, advising that addresses the whole student, was important. Finally, academic advisers that proactively connected students to resources and opportunities supported overall success for students.

Intentional Communication to Students

Buchanan, T.M., Brown, A., Chirco, P., Klein, D., & Purgason, A.M. (2022) Messaging Matters: The Impact of Advising Micromessages on Student Affect and Behavior across Diverse University Campuses. *NACADA Journal*; 42 (2): 45–61. doi: <https://doi.org/10.12930/NACADA-22-04>

This study examines the role of communication from academic advisers on students’ perception of support, student confidence, and persistence. This study shows the importance of intentional language choices in communicating with students. The result of this study shows the positive effect of micromessaging was greater for first generation students and students of color.

Kyte, S. B., Collins, E., & Deil-Amen, R. (2020). Mindset messaging: Fostering student support and confidence through micro-messaging in advisor communication. *NACADA Journal*, 40 (1), 36– 48. doi: <https://doi.org/10.12930/NACADA-19-08>

This article examines how micro-messages from academic advisers impact students who face academic challenges. The authors support using a growth mindset to share messages to students that convey challenges as opportunities for growth by looking at strategies and encouraging help-seeking behavior. Sample emails used in the study are included in the appendix.