Advancing Our Advising Practices

Expanding Undergraduate Success in STEM

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How we’ll proceed

• Talking Points and Questions
• BSP – A Brief Overview
• Student Success – BSP’s Stance
• Student Panel
• Discussion
Talking Points

1. BSP’s Stance
2. BSP’s ‘Inverted Advising’
3. External Constraints
4. Student Panel

Jot down your Qs for discussion in the 2\textsuperscript{nd} hour
BSP
The Biology Scholars Program (BSP)

Funding  HHMI and UC Berkeley

Goal  To *enlarge* and *diversify* the pool of students who succeed in biology majors and careers

Members
3500 UCB undergraduates (1992-present)
3100 graduates; ~ 60% minority 70% women
80% low income/1st generation; most interested in health careers

Success  BSP Minority vs. Non-BSP Majority
- Enter UCB on average with lower SATs & GPAs
- Graduate in biology majors in ~ same % and with nearly equivalent exit GPAs
BSP Demographics

BSP Participants v. All Intended Biology Majors Entering as Freshmen

- Women: BSP 74% vs. All 65%
- Underrepresented Minority: BSP 58% vs. All 8%
- First Generation College: BSP 69% vs. All 23%
- HS API Rank 1 to 5: BSP 52% vs. All 14%
- Weighted HS GPA 3.5 to 4.0: BSP 22% vs. All 9%
- SAT Math 200 to 600: BSP 58% vs. All 13%

Note: 2002-2008 Freshman Cohorts of Intended Biology Majors  Andrew Eppig, UCB, Equity & Inclusion
Program Components

1. Mentoring
2. Paid Research Experiences/Internships
3. Tutoring/Academic Support
4. Academic Advising/Personal Counseling
5. Career Development
6. ‘Next Steps’ Preparation
7. Service Opportunities
8. Community
BSP’s Stance

1. ‘Talent Development’ v. ‘Talent Search’
2. Achievement v. Aptitude
3. Opportunity/Access v. Ability
4. Growth v. Fixed Mindset
5. Strength-based v. Deficit-based
6. ‘Starting Point’ & ‘Distance Travelled’
7. Different ‘Clock’ v. ‘Traditional’
8. ‘Pathway B’ v. ‘Plan B’
What BSP Members Report

Advising outside of BSP

1. Performance to date
e.g. GPA, Major, Career

2. Preparation/Academic History
e.g. AP, SAT, GPA, HS/CC, Prior Courses

3. Life Circumstances
e.g. Work, Non-academic Responsibilities, ‘Life’
College advisor to 1st semester BSP sophomore

C’s in general and first semester organic chemistry. Have you considered a major and career more suited to your abilities and interests?
Departmental advisor to rising BSP junior

You may like science, but science does not like you.
‘Inverted’ Advising

BSP’s Approach

3. Performance to date
   e.g. GPA, Major, Career

2. Preparation/Academic History
   e.g. AP, SAT, GPA, HS/CC, Prior Courses

1. Life Circumstances
   e.g. Work, Non-academic Responsibilities, ‘Life’
Information

Quantitative
GPA, Transcripts, Scores

&

Qualitative
Stories/Narratives
For example …

• Fit between ‘Town’ and ‘Gown’
  (In)congruity of Cal & ‘Back Home’

• Compatibility of life circumstances, basic needs, finances, non-academic obligations, etc.

• Gap between ‘Preparation’ and ‘Expectation’

• Psychosocial dynamics
  Identity, Efficacy, Belonging
But what about real limitations and constraints on our work as advisors?
External Constraints

• # of Students & Time

• All-Comers v. Program Members Only

• Support (e.g., Training) & Rewards (e.g., Merit Increases)

• Role & Mandates (Program, Department, College)
Student Panelists

• Faustino Gonzalez
• Yessenia Hernandez-Cruz
• Quijai Nytrieonne Johnson
Question

What advice would you give us to make our advising more effective for all students, especially those from groups marginalized in STEM?
Your Qs?

1. Student Panel
2. BSP’s Stance
3. BSP’s ‘Inverted Advising’
4. External Constraints
5. Other …