

Proactive/Intrusive Evolution in Retention

- Assistant Dean of University Advising Services, Florida Atlantic University
- Member of the AAI Development Team
- Co-Chair: NACADA First Generation Interest Group, 2007-12
- Co-founder of OHIO REACH & FLORIDA REACH, supporting foster youth in higher education
- Certified Appreciative Advisor and AA Institute faculty member



AGENDA



- Intrusive / proactive advising & retention
- Best practices
- Critical outreach points
- Anticipating student challenges
- Resources



Intrusive / Proactive Advising & Retention



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Retention & Intervention

- Proactive Outreach
- Research has shown:
 - the importance of academic advising in student retention



INTRUSIVE/ PROACTIVE ADVISING & RETENTION



- “With intrusive advising, the INSTITUTION takes the initiative in working with students and not waiting for them to come forward when they experience difficulties.” (Glennen, 1975)
- “...is about getting to the heart of what is causing difficulty for a student and recommending the appropriate intervention.” (Earl, 1987)



WHY



- Academic advising is the only structured activity on the campus in which all students have the opportunity for on-going, one-on-one interaction with a concerned representative of the institution (Habley, 1994)
- Retention research shows that contact with a significant person within your institution is a crucial factor in a student's decision to remain. (Heisserer & Parette, 2002)



In what ways?



- Contact after midterms/warning flags
- Registration block on probationary students/others
- Mandatory “meetings” for students
- Bringing services to high-traffic areas
- Student success planning
- Institutional policies



Best practices



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Appreciative Advising



- Key component of academic advising/coaching is grounded in the appreciative advising framework
- Relationship Building
- What's the secret?
 - You have to care
 - Authenticity
- Students return when you care

Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.



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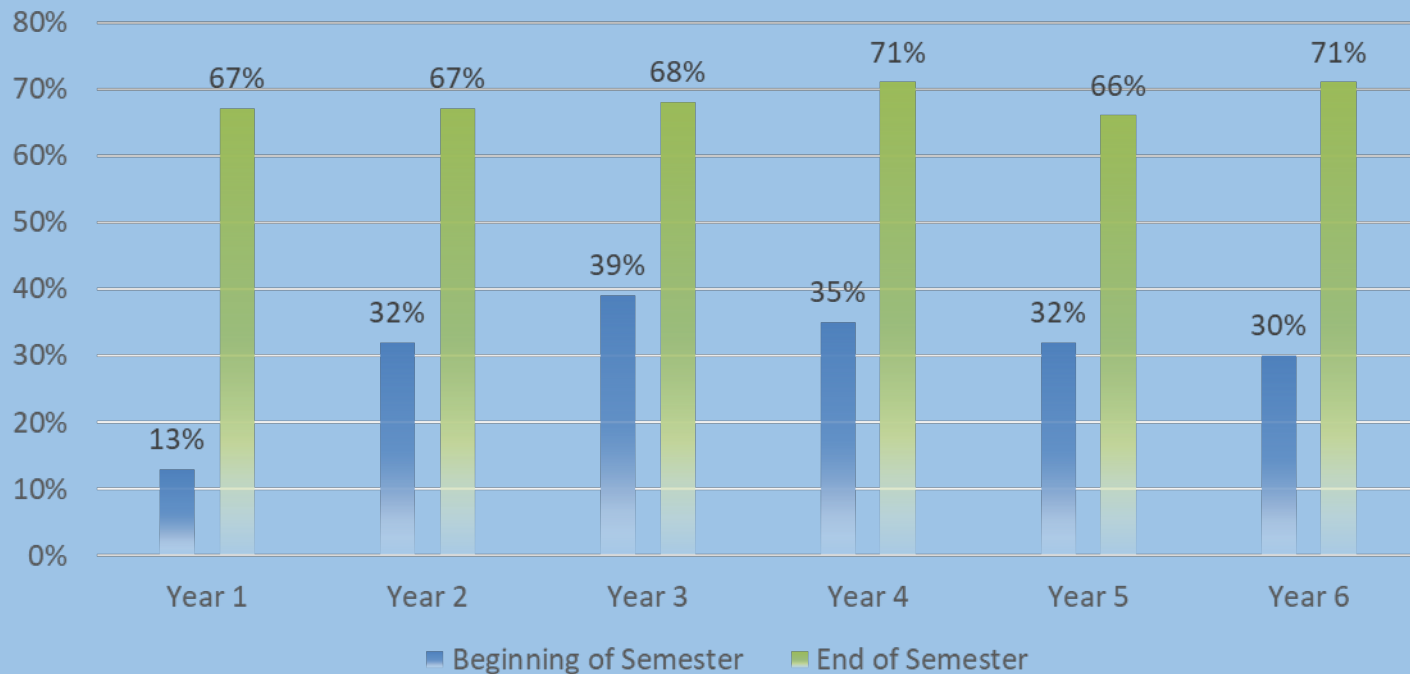


Academic **C**oaching and **C**areer **E**nhancement for **S**tudent **S**uccess (ACCESS)

The ACCESS Program offers a comprehensive approach to student success that focuses on academic coaching/advising, tutoring, career counseling, faculty mentoring and developing a meaningful connection to Florida Atlantic University, all of which lead to student retention.



STUDENTS WITH A TERM GPA OF 2.0 OR ABOVE



ACADEMIC COACHING SATISFACTION

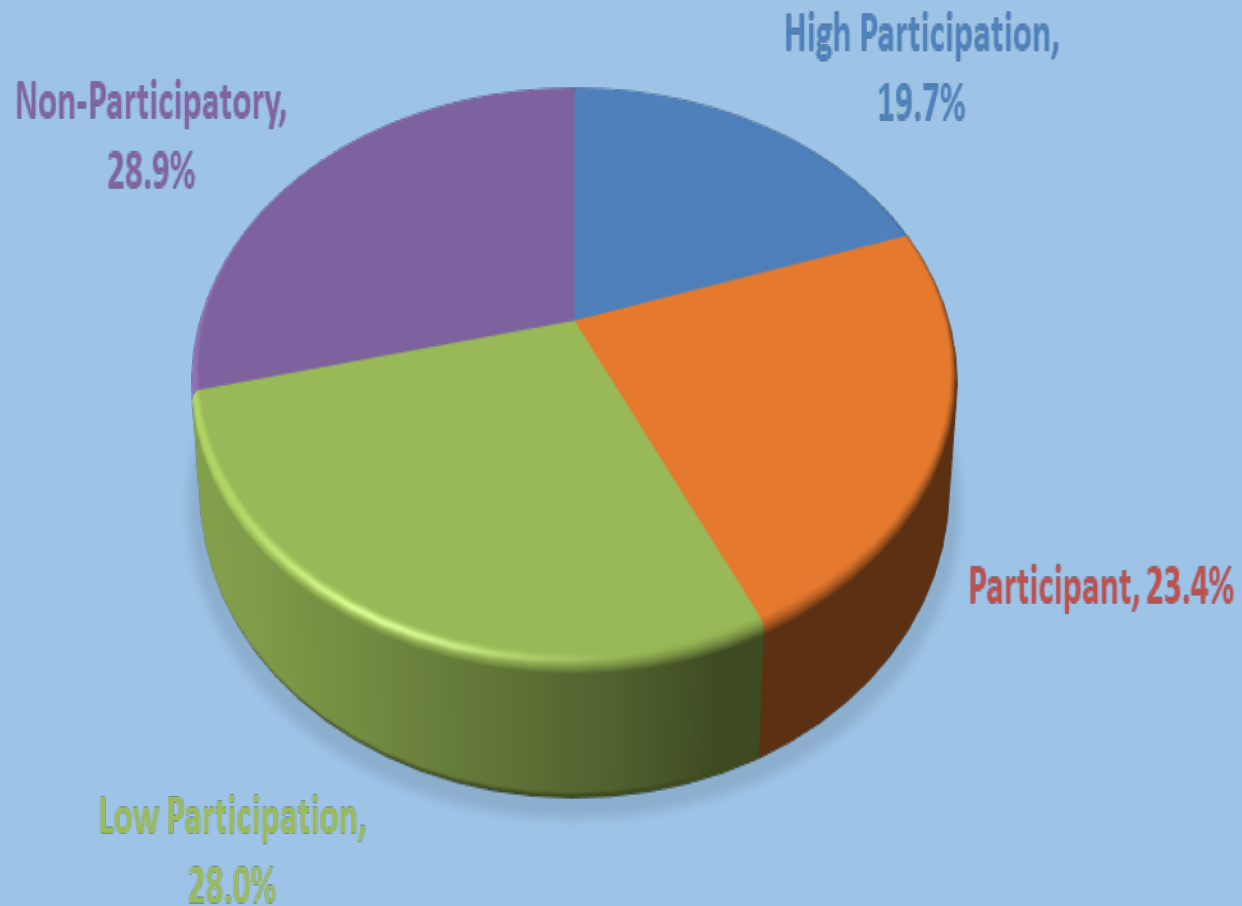


ACCESS Program Participation Rubric

	Non-Participatory	Low-Participation	Participant	High Participation
Academic Coaching	0-2	3-5	6-8	9+
Academic Support Services	0-3	4-9	10-16	17+
Workshops	0-1	2	3	4
Total Occurrences	0-7	8-17	18-28	29+



PARTICIPATION LEVEL DISTRIBUTION



ACCESS ADVISING and COACHING



- Intrusive academic advising/coaching
- Regular meetings, ranging from weekly to monthly depending on the students individual academic plan
 - Meetings will include a review of course progress, and/or overcoming academic challenges and the advising syllabus
- Collaboration with other on-campus services such as the Office for Students with Disabilities and/or the Counseling Center when appropriate
- Academic workshops: Time management, Study Skills and Test-Taking strategies
- Online tips and strategies

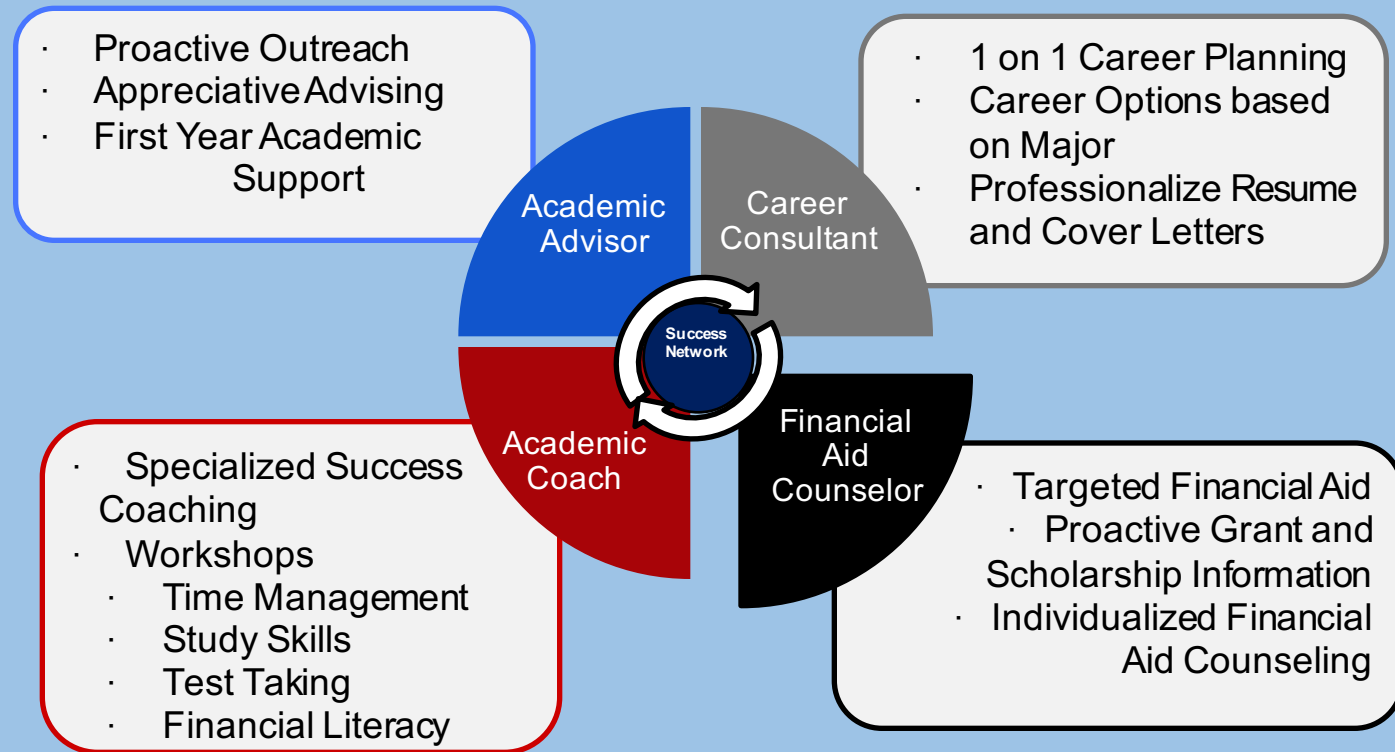


What is a Success Network?

- Building Partnerships
- Leveraging Resources
- Sharing Knowledge
- Technological Support



Team Structure



- Specialized Success Coaching
- Workshops
 - Time Management
 - Study Skills
 - Test Taking
 - Financial Literacy

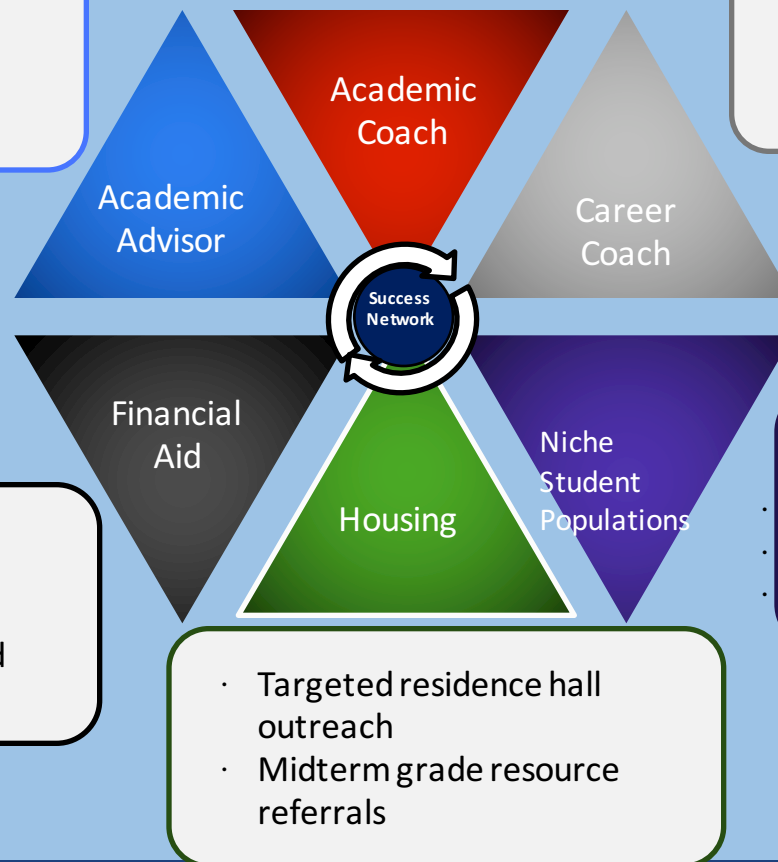
- Discuss Career Paths
- Major KnOWledge Navigation
- Support Career Exploration

- Proactive Outreach
- Appreciative Advising
- First Year Academic Support

- Veterans
- Foster Youth
- Commuter Students

- Targeted residence hall outreach
- Midterm grade resource referrals

- Targeted Financial Aid
- Proactive Grant and Scholarship Information
- Individualized Financial Aid Counseling



HOW?

- Curricular
- Financial Aid
- Technology
- Predictive Analytics
- Mentoring



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COMPREHENSIVE GAP ANALYSIS

	Prevention	Intervention	Recovery
Curricular			
Policies			
Programs			



CURRICULAR



- Sprint Classes
 - Electives
 - Core General Education
- Fall Back Sequenced Classes
 - Math
 - Computer Science

CURRICULAR



- Delivery Formats
 - On-line
 - Hybrid
 - Friday only classes
 - Weekend
 - Evening
 - Block Scheduling
- Early Warning (Pre-Admission to In-Progress)
 - Elaborate and Expensive
 - Simple and Inexpensive



FINANCIAL AID



- Strengthen Communication
 - Share student notes
 - Petition SAP Appeals
 - Cross-training on Freeze dates, refunds, Max time frame
- Full Service at Orientation
- Outreach for Change of Degree from Associates to Bachelors

TECHNOLOGY



- Advising Portal site for Advising
- Embedded videos
- Social media
- Sharing student advising notes
- E-Mail/text messages
- QR codes
- Live chat with students or staff
- Internet
- Wiki



Predictive Analytics

- **Mission:** To address individual student indicators associated with high probability for adverse effects on academic success. Facilitate a coordinated strategy to link students with student success programs and services and monitor their progress.
- **Goal:** Improve FTIC Progress rate of students retained at the university *with* a 2.0 GPA or better.
- **Objective:** Increase FTIC retention by 6% for students entering in summer / fall 2015-2016. with a >2.0 by May 2016. (Baseline 70%, Target 76%).
- **Theory of Change:** If we use a statistically significant predictive model to identify students with increased probability for academic failure and intervene early with academic/campus engagement programs and services we can reduce risk and increase the probability for successful academic progress.



critical outreach points



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ADVISING PRE-TERM



- Advising Syllabus
- Scheduling Hold
- Pre-Term Classes (GUTS, Jump Start)
- Lists of Scheduling Holds
- On-Line Advising & Resource System (OARS)
- Summer Bridge Programs



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ADVISING PRE-TERM



- Cold Calls/E-mails
- By At-Risk Group (you define)
- Prerequisite Checks
- “Killer Combinations”
- Class Schedule To Major Comparison
- Class Load To GPA Comparison
- Competitive Major/ GPA Reality Check



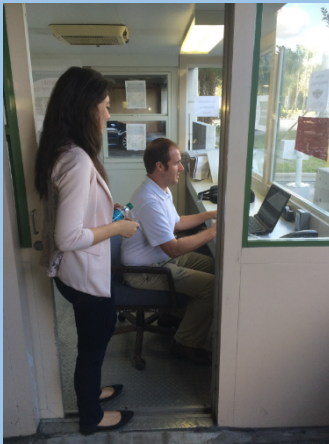
ADVISING DURING TERM



- Mid-Term Grades
- Withdrawal deadlines
- Non-Completers
- Non-Attendance
- Early-Warning Flags
- Intent to graduate mid-semester intervention
- Remote Locations



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GPT & IRT

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- Tutoring & Writing Assistance

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ADVISING END OF TERM



- End-of Term Interventions
- Academic Action Interventions (cumulative GPA)
 - Academic Warning
 - Academic Probation
 - Academic Suspensions
 - Academic Dismissals
- Intervention Based on Semester GPA, NC (No credit) grades



Anticipating student challenges



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WHO?



Expanded possibilities

- Veterans
- International
- Honors
- Athletes
- Undecided/undeclared
- Pre-majors, especially in competitive areas
- Running out of financial aid
- Aged -out foster youth



WHEN?



- Look at your institutional data
- Look at the dates withdraws are posted
 - Between first and second semester
 - Between years
 - After midterms
 - After financial aid is dispersed



IN CONCLUSION

“Most of us will not find answers to the causes of cancer, or solve the problems of homelessness, or defuse international conflicts, but we feel that through our advising, we may be able to make a small but pivotal contribution to our students’ ultimate work...It seems to me that our students represent an unequivocal reply to Margaret Mead, when she famously said: ‘Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it’s the only thing that ever has.’”

Nancy Twiss



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<http://chronicle.com/weekly/v48/i03/03a04201.htm>

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Questions?

