Intrusive Advising: An Interaction-Driven Persistence Model

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Today’s Objectives

• **As a result of our time together, we will…**
  – Understand the benefits of an intrusive approach to advising students
  – Identify components of an intentional, integrated and shared success program for early identification and intervention
  – Make sense of two case examples from institutions
  – Review early outcomes and areas for continued improvement
**Interaction-Driven Persistence Model**

**Pros**
- Stop waiting for students to ask for help
- Target interventions to students most at-risk
- Engage students quickly

**Cons**
- Irritating to some students if done incorrectly
- Uncomfortable for some faculty/staff
- Obligate faculty/staff to do something if you know there’s issues with student
Supporting Intrusive Advising
First-year success is largely predictive of pre-enrollment variables, i.e., HS GPA, ACT, etc. (Upcraft, Gardner & Associates, 1989).

Involvement, the investment of energy and effort, contributes to learning and retention (Skipper, 2005).

Positive interaction with institutional systems (academic and social) reduces attrition (Tinto, 1993).
Relevant Research

• Clear goals and a commitment to the institution reduces departure (Tinto, 1993).

• Positive coping strategies (academic and social) contribute positively to learning outcomes and continued enrollment (Bandura, 1997; Braxton, Hirschy, & McClendon, 2004; Eaton, 2000).

• Student expectations impact experience and “serve as a filter through which students evaluate the college experience” (Kuh, Gonyea & Williams, 2005, p.35-36).
<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooted in theory, research experience</td>
<td></td>
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<tr>
<td>Sophisticated/custom risk algorithm</td>
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<tr>
<td>Systematic data collection</td>
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<tr>
<td>Accurate Risk Indicator</td>
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<tr>
<td>Easy visualization of information</td>
<td></td>
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<tr>
<td>Various types of communication (Facebook, email, texting, scheduling,)</td>
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<tr>
<td>Coordinated interventions</td>
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<tr>
<td>Faculty/Staff Alert</td>
<td></td>
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<tr>
<td>Reporting (Outcomes, Benchmarking, Faculty/Staff)</td>
<td></td>
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<tr>
<td>Customized student feedback (Student Report)</td>
<td></td>
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<tr>
<td>Proven results</td>
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“MAP-Works provided encouragement and it served as a source of clarity when it came to my college life problems. MAP-Works changed my college life experience in a way that I will never forget.”

- Demetrius Coleman  
  Student at Southern Illinois University  
  Edwardsville
Multiple Sources of Knowing

- Combine qualitative and quantitative evidence
- Differentiate/reframe assessment messages (Bolman & Deal, 2003)
Connect Students to Helpful Faculty/Staff

- Multicultural Affairs Staff
- Athletics & Coaches
- Seminar Instructors
- Advisors
- Residence Hall Staff

Connect Students to Helpful Faculty/Staff.
Quickly Identify Students At-Risk

Identify, Coordinate, Contact, Record

<table>
<thead>
<tr>
<th>Name</th>
<th>MAP-Work Indica</th>
<th>Intent To Leave</th>
<th>Survey Response Date</th>
<th>Review Status</th>
<th>Follow-Up Status</th>
<th>Quick Log Activity</th>
<th>Log Activity</th>
<th>Activity Count</th>
<th>Last Activity Logged</th>
<th>Last Activity Logged</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandt, Dustin</td>
<td>-</td>
<td>9/7</td>
<td>Not Needed</td>
<td></td>
<td></td>
<td>log</td>
<td></td>
<td>3</td>
<td>10/14/2009 2:40 PM</td>
<td>10/14/2009 2:40 PM</td>
<td>Nett, Candace</td>
</tr>
<tr>
<td>Heeter, Robert</td>
<td>-</td>
<td>9/11</td>
<td>Not Needed</td>
<td></td>
<td></td>
<td>log</td>
<td></td>
<td>2</td>
<td>10/14/2009 2:45 PM</td>
<td>10/14/2009 2:45 PM</td>
<td>McDonald, Darren</td>
</tr>
</tbody>
</table>
Jessica has a red MAP-Works Risk Indicator and she self-reports that she intends to leave after this term.
Identify Potential Reasons

Jessica is a strong student academically – not a student who would be identified as “at-risk” by most schools’ models.

Jessica is struggling with social transition issues!

Jessica should also be referred to the Financial Aid office.
Issue Alerts & Track Intervention

Send Directly

Faculty/Staff

Alert Coordinator

Advisors Coaches Residence Hall Staff
Built-In Record Keeping & Customized Recommendations
Who is The University of Arkansas?

- **College Stats**
  - Located in Fayetteville, AR
  - As of Fall 2010
  - Over 17,000 undergraduates
  - Over 3,800 first-time full-time degree-seeking freshmen
  - 67% in-state students
  - 51% women / 49% men
  - 87% of first-year students live in on-campus housing
  - 14 Residence Halls and growing
Why MAP-Works

• Persistence is at lower rate than we wish it to be
• Graduation Rates are lower than we wish them to be
• Early Alert of student struggles/obstacles or problems, academic or personal, gives us the chance to intervene before the student makes a decision to depart (drop out, transfer, etc.)
• Efforts to intervene are most effective if coordinated among faculty and staff
Implementation of MAP-Works

- **Piloted in Fall 2008**
  - 1200 on and off-campus freshmen eligible
  - Chose students by various pre-college characteristics
  - 41.9% response rate Fall Transition Survey

- **Revised in Fall 2009**
  - 1230 on-campus freshmen eligible
  - Chose students by college (Arts & Sciences and Business College) because of academic support
  - 51.5% response rate Fall Transition Survey

- **Revised in Fall 2010**
  - Over 1300 on-campus freshmen eligible
  - Created an Oversight Committee for the first time
  - 57.8% response rate Fall Transition Survey
Implementation of MAP-Works - 2010

• **Which students were involved?**
  – Selected “all freshmen” halls and halls with at least 75% freshmen residents (N = 1200)
  – All international freshmen residents (N = 105)
  – Overall eligible population: 1305 first-time full time degree seeking freshmen

• **Which departments were involved?**
  – Housing
    • CRE’s (Coordinator for Residence Education) as advisors
    • RA’s (Resident Assistants) as support staff
    • Office of International Relations as advisors and support staff
  – Counseling
    • CIR’s (Counselors in Residence): Doctoral students in counseling education work part time as mental health professionals in housing
    • SSA’s (Student Success Advocates): Master’s students in Social Work needing internship hours - worked as advisors and support staff
Implementation 2010, continued

• Structuring & Prioritizing Interventions

  1. Weekly meetings to organize interventions by CRE’s, CIR’s, and SSA’s and discuss previous week’s successes and problems

  2. Students at greatest risk (high risk) contacted by Campus Professionals
     • Structured by nature of problem and skill set of support teams
       ❑ Academic Struggles – CRE’s, Course Instructors, Enhanced Learning Center.
       ❑ Social/Emotional Struggles – CIR’s and, if necessary, continued on-campus health center counseling.

  3. Students as next risk level (moderate risk) contacted by Graduate Interns
     ❑ In-hall problems and Social/Emotional Struggles – Student Success Advocates
     ❑ Minor In-hall problems – Resident Assistants (assigned to students by Hall Coordinators)
Student Interactions – Fall 2010

- **CRE Interactions**
  - Based on “intrusive advising”
  - Meant to address academic behavior issues early
  - Contacted students to set up meetings
  - *Talking Points* and *Student Reports* formed basis of conversations

- **RA Interactions**
  - Least intrusive of interventions
  - All but one hall’s RA’s not allowed access to MAP-Works Data
  - Fall 2010, RA’s in pilot hall allowed access to MAP-Works data concerning only roommate, campus involvement, and hall issues
  - Began mid-way through semester, positive feedback from RA’s
  - Spring 2011, RA’s from all buildings were provided reports and access to aforementioned data only
  - Follow-up assessment to be conducted at end of Fall 2011
CIR Interactions
- Based on severe social/emotional issues identified by survey
- Contacted students by email to set up meetings
- If no response, went door-to-door to initiate contact
- Very few students needed this advanced type of service

SSA Interactions
- Most promising of all interaction types
- Social Work graduate student contacted respondents with social and/or emotional issues identified by the survey
- Went door-to-door to initiate contact with students who clearly needed assistance but would not respond to emails
- Used “intrusive advising” as first method of interaction
- If called for, held one-on-one “reality therapy” counseling sessions
Trends by Hall - Fall 2010

- Benefits to Oversight Committee
  - Allowed for committee members to see what students were experiencing across halls and make recommendations to those interacting directly with students
- Benefits to Individual CRE’s
  - Allowed for Hall Coordinators to see common issues across floors as well as those occurring in other halls and coordinate efforts to assist students at risk of leaving or performing poorly

Trends by Floor - Fall 2010 (over 300 reports)

- Benefits to RA’s
  - Allowed for programming by student needs rather than guessing what students would find useful or helpful
- Benefits to SSA’s
  - Facilitated efficient and timely interventions with moderate risk students
  - Greatly enhanced SSA’s ability to organize efforts and coordinate with CRE’s and RA’s

MAP-Works Aggregate Data
Changes in Planning and Protocol

• **Interaction Protocols – Spring 2011**
  – SSA’s were most effective and had most success in getting students to respond to meeting requests
  – SSA’s are more than capable of working with High Risk students
  – While CRE’s are still frontline MAP-Works users, SSA’s are clearly more connected to and have more time to work with students one-on-one
  – SSA’s role expanded in Spring 2011. More SSA’s have been recruited for Fall 2011, offering 8 total positions

• **Positive Social Norming - Fall 2011**
  – Use of signage, flyers, and posters in MAP-Works halls to educate students about risks, successful academic behaviors, debunking myths about college and realigning perceptions about what it takes to succeed in college.
Moving Toward a System-Wide Effort

• An obvious missing aspect of our implementation of MAP-Works is the involvement of Academic Affairs
• In Fall of 2011, we will be merging access to MAP-Works with Blackboard for Faculty Use
• We have two departments that have agreed to use this new option and be involved in improving how we implement MAP-Works in the near future
• It is a slow process, and is a department-by-department endeavor
Moving Toward a System-Wide Effort

• We are building a case for expanded use and incorporation of MAP-Works in the classroom

• By Fall 2012, we expect to have between four and six departments on-board, regularly utilizing MAP-Works for effective student interactions.
Central Michigan University

Jason Bentley
Director of First-Year Experience
Central Michigan University Profile

- **28,389 - Total Enrollment** *(21,290 on main campus)*
  - Fourth largest of Michigan's 15 public universities
  - 4,173 first-year students in 2010-11

- **3.30 - average class high-school GPA**

- **21:1 - student-to-teacher ratio**

- **76% first to second year persistence before introduction of MAP-Works and 79.6% after year one (2009-10)**
Aligned with Institutional Priorities

- **Priority I/Strategy 4**: promote student engagement and academic success
- **Priority II/Strategy 3**: promote educational experiences that enhance understanding of diversity
- **Priority III/Strategy 4**: enhance undergraduate research
- **Priority IV/Strategy 3**: promote public service
- **Priority V/Strategy 1**: define and uphold standards of academic and professional responsibility
CMU’s Implementation

• Fall 2009 Cohort
  – 4,908 new CMU students invited to participate between September and mid-October
  – 65.3% completed the transition assessment (N=3,204)
    • 40% participated as a course exercise (N=1,283)
    • 60% participated as a result of personal choice (N=1,283); incentives, residence hall staff and virtual mentor prompting contributed to completion
    • At-risk students received mentoring, coaching or some combination throughout the first year
  – Generated 3.6% increase in year one to year two persistence resulting in an additional $3,023,772.00
Implementation

1. Coordinating Council including a representative from Advising, Career Services, Faculty Development, Residence Life (x4), Tutoring, Supplemental Instruction, Academic Affairs, Institutional Research, IT
2. Bi-weekly meetings to organize interventions within each unit
3. Performance measures included in department reporting expectations; utilization of approach incorporated in personnel performance reviews
4. All students assigned a “direct connect” responsible for meeting to review learning goals, transition, and action plan with SMART goals; all students received at least ONE personal meeting during first six weeks
5. Triage Approach
   – Highest Risk Students – faculty/staff
   – Moderate Risk Students – Academic Success Coaches, Faculty/Staff and Academic Advisors
   – Lowest Risk Students – virtual and class mentors, paraprofessional student staff
<table>
<thead>
<tr>
<th>Fall Transition Risk Indicator</th>
<th>Fall Check-Up Risk Indicator</th>
<th>Fall-to-Spring Persistence Rate</th>
<th>Fall Term GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>Green</td>
<td>99.6%</td>
<td>3.42</td>
</tr>
<tr>
<td>Yellow</td>
<td>Yellow</td>
<td>98.3%</td>
<td>3.07</td>
</tr>
<tr>
<td>Red</td>
<td>Red</td>
<td>80.9%</td>
<td>2.83</td>
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</tbody>
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Findings & Select Outcomes
Predictors of Success

Social Integration, Satisfaction with Institution, and Academic Integration

Benchmarking data shows CMU leading other comparable institutions in social integration and overall satisfaction. CMU performs lowest in measures of academic integration and academic self-efficacy, i.e., academic achievement as a result of effort, belief that success is possible, environmental conditions that either motivate or deflate interest and resilience.
Areas of Success
CMU > benchmark goal (5.5)

• **CMU met or exceeded the benchmark goal (5.5) on the following MAP-Works indicators:**
  – Self-Assessment: Self-Discipline
  – Commitment to Higher Education
  – Commitment to Institution
  – Homesickness: Distressed
  – Peer Connections
  – On-Campus Living: Environment
  – On-Campus Living: Roommate Relationship
  – Off-Campus Living: Environment
Major Indicators of Success
Indicators Most Predictive of Success and Retention

- **Satisfaction with Institution**
  \[(M=5.77; \ SD=1.10)\]
- **Social Integration**
  \[(M=5.62; \ SD=1.28)\]
- **Academic Integration**
  \[(M=5.67; \ SD=0.91)\]
Major Areas for Improvement
Factors Predictive of Success and Retention

- **Academic Self-Efficacy** – beliefs about one’s capabilities to learn or perform behaviors at designated levels (Bandura, 1986, 1997)

  Research shows that self-efficacy influences academic motivation, learning, and achievement (Bean & Eaton, 2000; Pajares, 1996; Schunk, 1995).

- **Advanced Academic Behaviors** – short-term studying, reading for comprehension and application, ability to engage in and manage short and long-term academic projects, and active engagement in learning opportunities inside and beyond the formal classroom.

- **Self-Assessment of Skills** – view of one’s ability to analyze information, effectively manage time, attend to physical and emotional well-being, and communicate needs and ideas.
CMU’s Outcomes

- **Transparency improved** – many more supportive faculty and staff have the data and tools to identify and assist students early.

- **Accountability increased** – we now know whether every new student receives a personal interaction to discuss their learning and personal goals, strategies for success, etc.

- **Silos flattened** – shared data, outreach and commitment to supporting engaged learning and success bridged academic and student affairs units.

- **Shared priorities emerged** – between AY 09-10 and AY 10-11 there were significant increases in faculty/staff and student interactions, referrals, intervention time, student participation rates, persistence, collaborations to address concerns, etc.
Future Development at CMU

- **Promote organizational cultures emphasizing student learning – both symbolically and substantively:**
  - Require additional forced options, i.e., first-year seminar, discussions prior to withdrawal
  - Support ongoing assessment of program quality and student learning outcomes
  - Aligned SLOs for all student service areas, i.e., advising, career services, residence life, etc.

- **Work collaboratively – improvement of academic rigor and undergraduate learning are issues that faculty, students and administrators should be able to work on together.**
Future Development at CMU

• **Automated and integrated** – MAP-Works™ will co-exist within Blackboard™ and received automated data feeds from SAP

• **Expanded collaborations** – faculty/staff, transition program students, new division of enrollment and student services

• **Connected to social media** – faculty/staff and students will have the ability to access resources and supports through a new Facebook™ application made available by MAP-Works™
Realizations

- **Broad engagement** by faculty, staff and student leaders matters for long-term sustainability.

- Using both **qualitative and quantitative** data and ways of knowing strengthens key messages, recommendations and progress.

- **Transparency** and **constant communication** perpetuate progress for students and faculty/staff.

- **Celebrations** of success strengthen focus and reinforce priority.
Additional Sources for Understanding

- **Educational Benchmarking Surveys**
- **National Survey of Student Engagement (NSSE)**
- **Collegiate Learning Assessment**
- **CIRP**
- **Academic Progress Reports, i.e., high DEWI courses, etc.**
Discussion / Questions

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