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Advising Strategies that Increase Retention of Non-traditional, Probationary, Undeclared and Underprepared Students Attending Andrews University

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NACADA REGION V CONFERENCE APRIL 2015

ADVISING STRATEGIES THAT INCREASE RETENTION OF AT-RISK STUDENTS

Kristine Knutson & Glynis Bradfield, Andrews University

Presenting...

- ▣ Context: Our Story
- ▣ At Risk Research & Advising Strategies
 - Underprepared
 - Undeclared
 - Probationary
 - Distance & Post-traditional
- ▣ Connections: Your Story



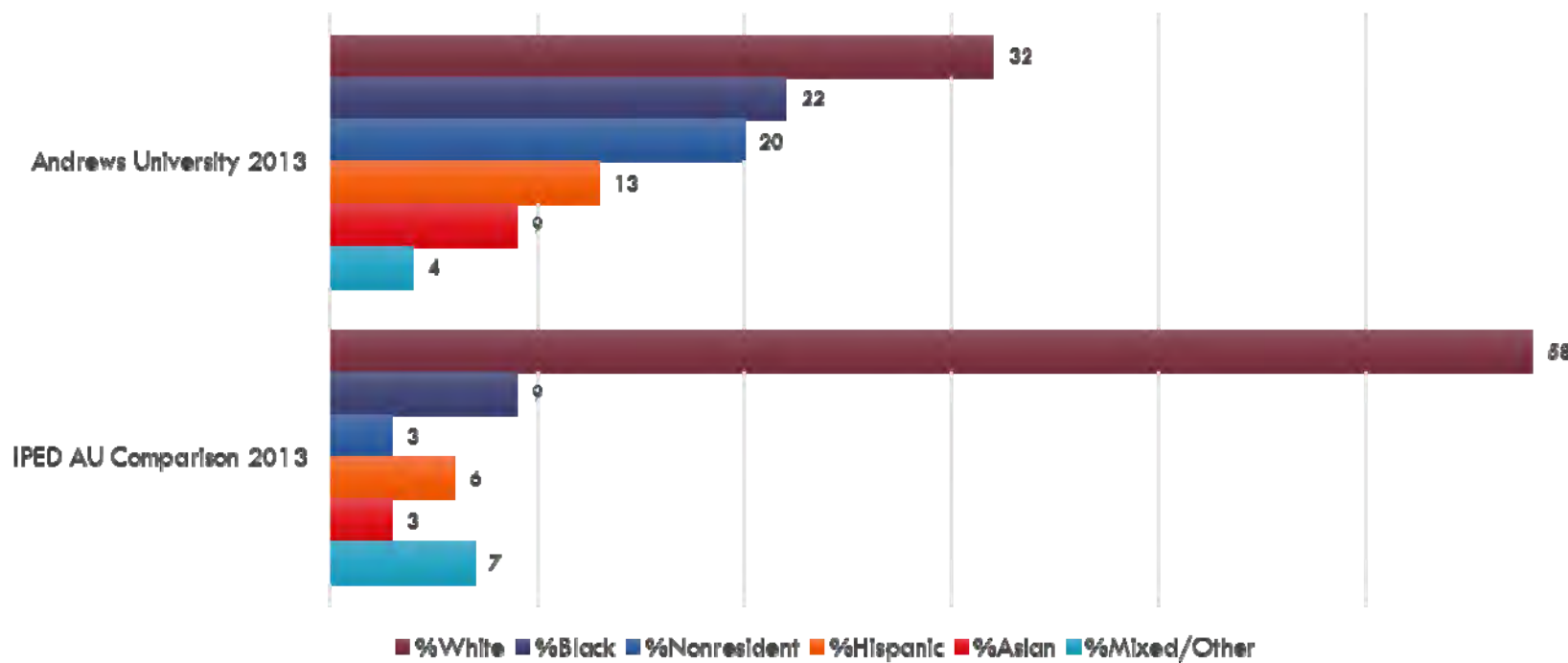
Andrews University

Seek Knowledge. Affirm Faith. Change the World.

- ▣ **Private:** Christian university in rural Michigan (1905-2015)
- ▣ **Small:** 2,300 undergrad campus & online FTEs (2013-4)
- ▣ **Advising:** specialists serve special populations,
faculty advisors by undergrad and grad program

Rich Diversity

US News 2013 ranked Andrews University 9th for *Most International Students*



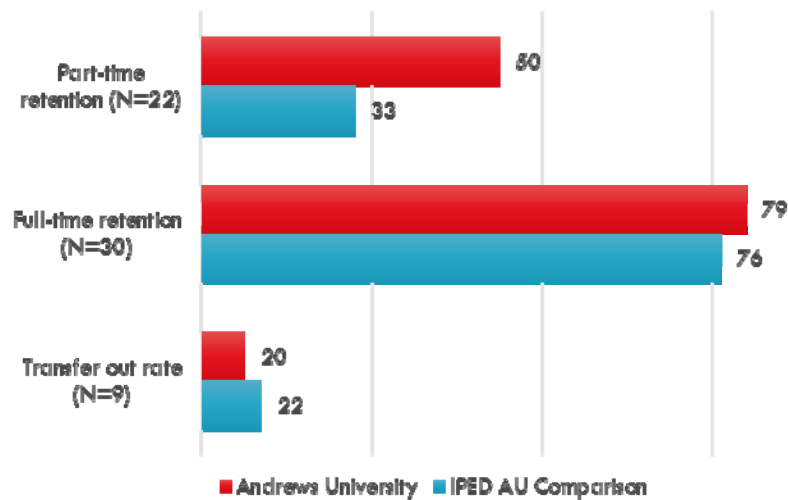


Mission

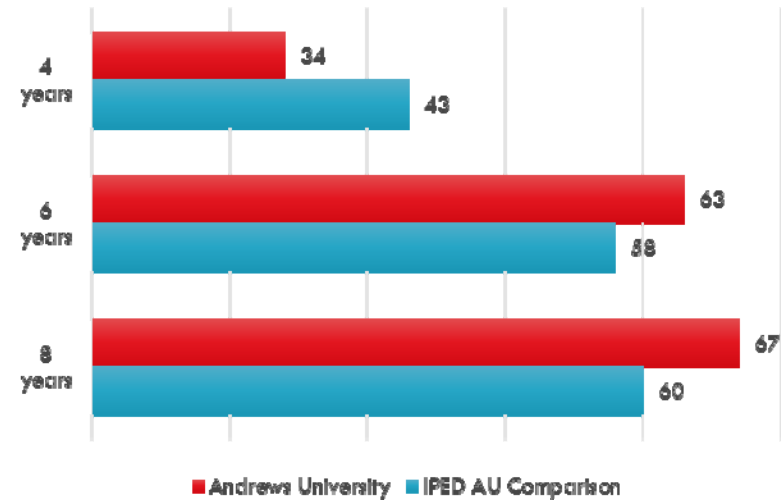
Andrews University, a distinctive Seventh-day Adventist institution, transforms its students by educating them to seek knowledge and affirm faith in order to change the world.

Retention and Persistence

Retention Fall 2012 to Fall 2013
Percent of first-time bachelors degree students



Time to Program Completion
Percent full-time, first-time, bachelors students
2005 cohort (N=30)



Non-Academic Factors Impact Retention



Students who master course content but fail to develop adequate *academic self-confidence, academic goals, institutional commitment, and social support and involvement* may still be at risk of dropping out.

[ACT Policy Report 2004](#)

Satisfaction with Advisors

Advisor Evaluations

741 undergrads 2015

88% on campus

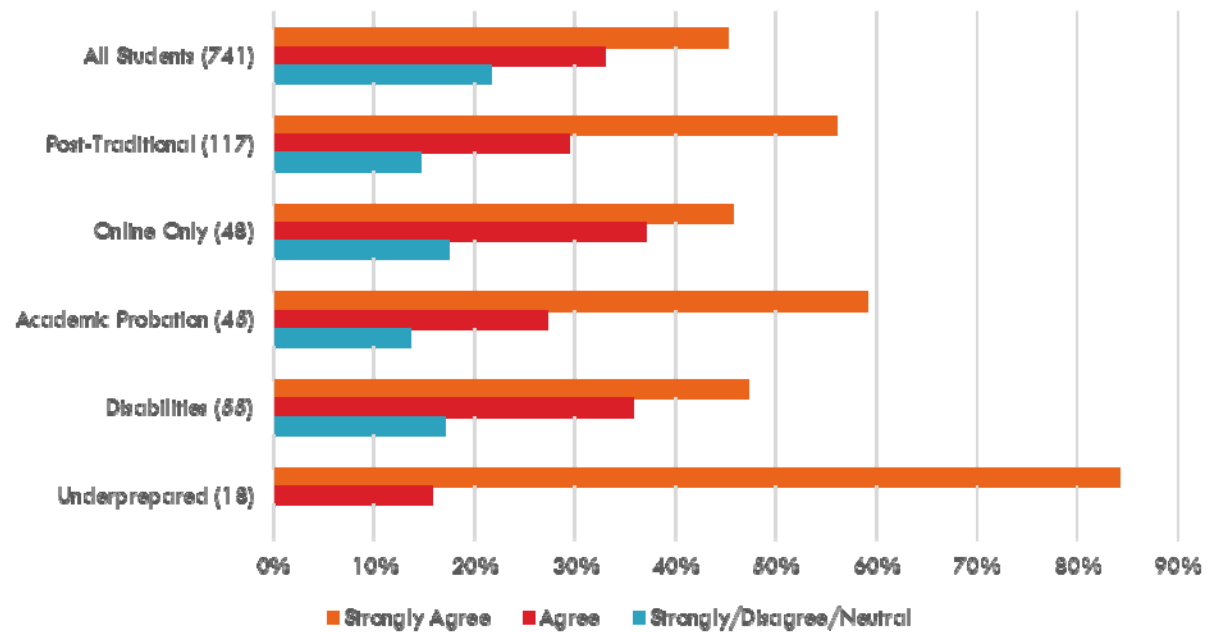
6% online

81% 17-23 years

16% 24+ years

7% disabilities

6% probationary



Advising is Key

Factors that increase a student's chances of staying on track to graduation:

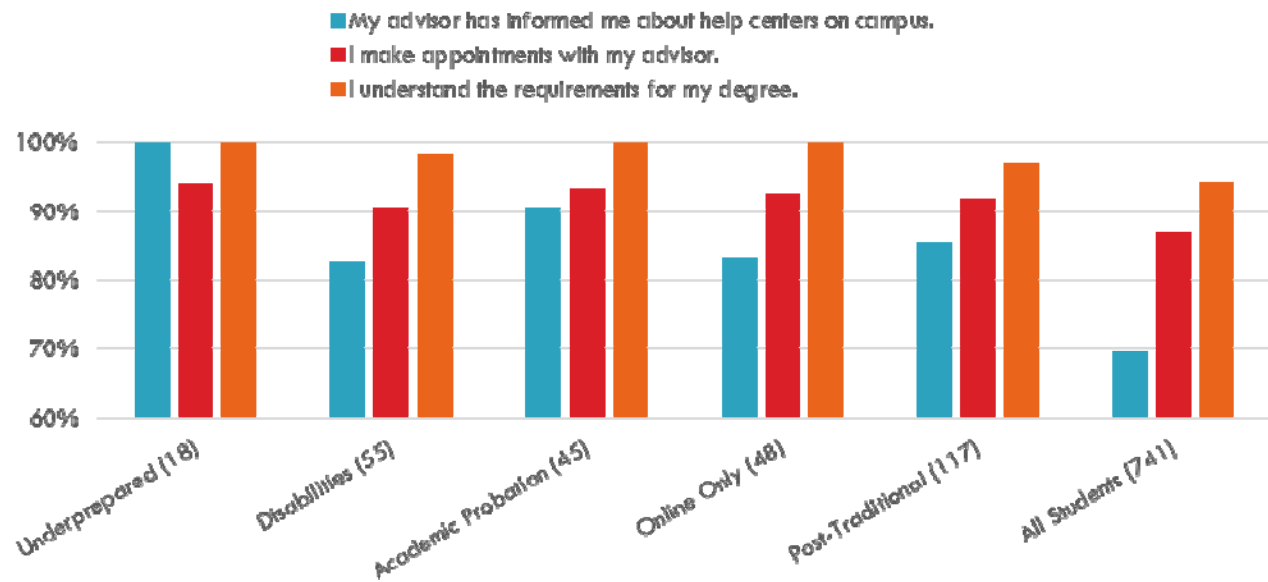
- ▣ High-level of mathematics in high school
- ▣ AP/IB courses in high school
- ▣ **Academic advising in college**
 - **Talking to an academic advisor increased persistence to graduation**
 - **4-year institution students who saw their advisor “often” instead of “never” were 53% more likely to persist**

[Setting Up Students to Succeed, Center for Public Education \(Fall 2012\)](#)

Advising Makes a Difference

Greater awareness of student success tools and interaction with advisors reported by at risk groups compared to all students

Spring 2015 undergraduate advising survey



Underprepared

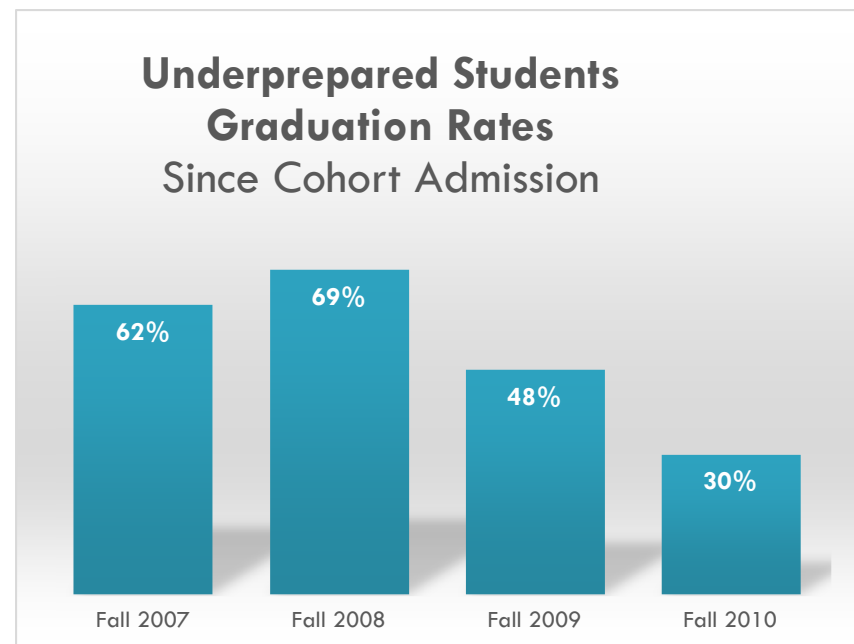
Profile

- Accepted with lower GPA/Test profile that regular admission GPA of 2.5 and scores in 50th percentile
- Advised by specialist in Student Success Center for first 2 semesters
- In cases of low high school GPA students are only enrolled in 12 credits for their first term
- 75-85% of success advisees transfer to a major advisor for their 3rd semester

Underprepared

Graduation Rates

- ❑ Learning to succeed while managing complex life issues is not measured by GPA – consistent GPA range counts
- ❑ Student missions & language study abroad adds a 5th year for many undergrad students
- ❑ Graduation rates reflect those of all AU undergrad students, and above the IPEDS 2013 AU comparison group



Underprepared

Appreciative Advising

- ▣ The Undergraduate Success Advisor develops a supportive relationship with students and parents
- ▣ Students are encouraged to start major classes while addressing perceived low areas based on test scores
- ▣ Class schedules are planned to maximize success rates

Underprepared

Intrusive Advising

- Helps students see the need for remedial classes where necessary
- Encourages individual tutoring and facilitates the process
- Reviews attendance at week 3, grades at mid-term and at week 12
 - Early alerts by professors are tracked and addressed
- Mandated mid-term review and coaching sessions as needed

Undeclared

Profile

- ❑ Strong high school GPA and test scores with broad range of interests
- ❑ Previously randomly assigned to academic advisors
- ❑ Advised by Student Success Center staff for the past 10 years

Undeclared

Appreciative Advising

- ▣ Students are reassured that a major choice is not essential to first year college experience
- ▣ Students are encouraged to explore majors through introductory classes
- ▣ Advisor reviews admission records and affirms that the student is prepared to be successful at college

Undeclared

Intrusive Advising

- ▣ Sets up individualized schedules
- ▣ Maintains regular contact with advisees
- ▣ Monitors early alerts postings
- ▣ Reviews major interests each semester

Undeclared

Explore Initiative

- New *Explore Andrews* major with program advisor
 - www.andrews.edu/exploreandrews
- Community is developed through extra- and co-curricular programs
- two new one-credit courses on strengths, calling, and vocation

Probationary

Profile & Findings

- GPA: Cumulative <2.0; semester <1.75; or 3 low grades
- Percent of students on probation has declined:
 - 37% of 92 students Spring 2011- Spring 2013
 - 15.2% of 46 students Fall 2013 – Fall 2014
- Probation advising strategies changed in Fall 2013
- 33 of 49 students on probation during Spring 2014 achieved good standing by the end of Fall 2014

Probationary

Appreciative Advising

- ▣ Encourages students where good grades were earned
- ▣ Refers to *probation status* rather than *probation student*
- ▣ Helps student view probation status as a slight detour from their otherwise good record


Probationary

Intrusive Advising

- Mandatory probation contract and paperwork meeting each semester
- Suggests classes that will improve GPA
- Reviews attendance at week 3, grades at mid-term and at week 12
 - Early alerts by professors are tracked and addressed
- Mandates a full educational assessment after 2 probation semesters

Probationary

AP Contract & Self-Evaluation



COLLEGE OF ARTS AND SCIENCES
Academic Probation and At-Risk Student Contract

Student Name _____ Andrews ID # _____
 Cell Phone # _____ E-Mail Address _____ Contract Term FALL SPG SU

- GPA**
 A student is classified on Academic Probation/At-Risk status when his/her cumulative AU GPA is lower than 2.00 and/or semester GPA of $\geq .75$ or less or a combination of 3 or more W's, I's or grades lower than a C for any given semester.
- REGISTRATION AND BEGINNING THE SEMESTER**
 A student on Academic Probation/At-Risk must register for, and begin attending, classes on or before the third day of classes for a given semester.
- MID-TERM REVIEW**
 It is essential that an Academic Probation/At-Risk student makes an appointment and attends a Mid-term Review in the Student Success Center approximately 8 weeks into the term. Data is will be available at the appropriate time.
- STUDENT LIFE**
 While on Academic Probation status the following student life conditions apply:
 ✓ Credits for one semester are limited to 12 credits (full-time status) with grades of C or above in all courses for the semester
 ✓ Work load should be no greater than 12 hours per week and extra-curricular activities should be limited
 ✓ Referrals may be made, with follow-up, to campus support services, counseling services, and/or for assessment purposes.
- YOUR MAJOR**
 Correcting your academic performance must take priority over class sequencing needs of a given major. In the event that a course load is too heavy, a class may have to be dropped even though it is required for your major sequence.
- CLASS ATTENDANCE POLICY**
 The maximum number of absences for an Academic Probation student:
 1 credit course: 3 absences for the full semester
 2-3 credit courses: 3 absences for the full semester
- GRADE EVALUATION**
 When the Student Success Center evaluates your semester grades for probationation, an I, W, or AU will be viewed the same as an F.
- FINANCIAL AID Eligibility is dependent on:**
 ✓ Achieve and maintain a cumulative GPA of 2.0 or higher
 ✓ Complete at least 66.67% of total credits attempted
 ✓ Reducing an academic course load (less than 12 credits per semester) may jeopardize eligibility for some financial aid. For international students, a lower academic course load will jeopardize visa status. Upon entering Academic Probation the expectation is that you will succeed this semester. If not, an Academic Plan will not be written.
- COLLEGE OF ARTS AND SCIENCES DISMISSAL POLICY**
 A letter of dismissal will be issued by the College of Arts and Sciences for any of the following reasons:
 ✓ Earning a GPA of $\leq .25$ or less during a semester
 ✓ Inconsecutive or three total semesters on academic probation
 ✓ Failing to meet Probation Student Guidelines for their personal academic probation program (outlined by their dean)
 ✓ Displaying academic ineptness in its matters such as academic integrity, class attendance and homework assignments.

I have read the above guidelines and understand them. I give consent to share information about my academic performance with parents/legal guardians, teachers, and academic advisor(s) when deemed appropriate.

Student Signature _____ Date _____
 Director of Student Success _____ Date _____
 Parent/Guardian Name _____ Phone # _____
 Address _____


SAP
SATISFACTORY ACADEMIC PROGRESS

INITIAL SELF-EVALUATION
 Form 1

Student Name _____ AU ID# _____ Advisor Name _____

Directions: Check the applicable boxes that describe the issues that have contributed, or are contributing to your academic difficulties. If there are reasons that are not listed, please list them. This information will be used when you meet regarding your academic plan.


<p>ACADEMIC OR STUDY SKILL CONCERNS</p> <p>Past Present</p> <input type="checkbox"/> Inefficient pre-college preparation <input type="checkbox"/> Difficult classes <input type="checkbox"/> Too many courses <input type="checkbox"/> Test anxiety <input type="checkbox"/> Trouble managing time well <input type="checkbox"/> Difficulty maintaining attention in class <input type="checkbox"/> Study skills (briefly describe on back) <p>FAMILY SITUATION OR SOCIAL ADJUSTMENT</p> <p>Past Present</p> <input type="checkbox"/> Adjustment to Andrews University <input type="checkbox"/> Separation from home, family or friends <input type="checkbox"/> Housing or economic problems <input type="checkbox"/> Difficulty making friends <input type="checkbox"/> Friendship problems <input type="checkbox"/> Illness in family <input type="checkbox"/> Death in family <p>EXTRACURRICULAR INVOLVEMENT</p> <p>TOTAL HOURS PER WEEK _____</p> <p>MINISTRY _____ SPORTS _____ OTHER _____</p> <p>OTHER ISSUES OR CONCERNS</p> <p>Past Present</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<p>PERSONAL ISSUES</p> <p>Past Present</p> <input type="checkbox"/> Financial difficulties <input type="checkbox"/> Physical illness, injury, other health problems <input type="checkbox"/> Alcohol or other substance abuse <input type="checkbox"/> Difficulty coping with anxiety, stress, tension <input type="checkbox"/> Procrastination <input type="checkbox"/> Do not believe in yourself or abilities <input type="checkbox"/> Emotional issues (briefly describe on back) <p>MAJOR OR CAREER FACTORS</p> <p>Past Present</p> <input type="checkbox"/> Employer required schedule changes <input type="checkbox"/> No clear career goal(s) or plans <input type="checkbox"/> Loss of interest/difficult abilities <input type="checkbox"/> Doubts about your ability to be in school <input type="checkbox"/> Dissatisfaction with your current program <input type="checkbox"/> Problems making decisions in general <input type="checkbox"/> Too many hours at work <p>For all involved issues, what has changed and/or how have you made the situation(s) better? Explain.</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>For all current issues, what can you do to improve upon the situation(s) to ensure your academic success? Explain.</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>
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I have read, understood and agreed to the above

Student Signature _____ Date _____ Advisor Signature _____ Date _____

Probationary

Satisfactory Academic Progress Form


SAP
ACADEMIC PLAN Form 2

SATISFACTORY ACADEMIC PROGRESS

Student Name _____ AU ID# _____ Advisor Name _____

What will happen at this appointment:

- You will discuss the issues that resulted in your poor academic performance (Initial Self-Evaluation)
- You will go over your CAP (VUE)
- With the assistance of your Academic Advisor or Director of Student Success, you will create an Academic Plan that outlines your work load and credit load for the current term and any other recommendations.
- You will schedule follow up appointments in 8-9 weeks with your Academic Advisor or Director of Student Success via email at a date to be determined.

WORK LOAD (hours per week):

Early Semester

30-40 Hours <10 Hours

20-30 Hours Not working

10-20 Hours

Additional Information:

Next Semester

30-40 Hours <10 Hours

20-30 Hours Not working

10-20 Hours

Additional Information:

>What program do you plan on graduating from? _____

After this appointment, a copy of the following items will be submitted to the Office of Student Financial Services for review:

- Form 2 Academic Plan
- Any other documentation required by the Office of Student Financial Services for admission/ reinstatement
- AP Contract


I understand that if I fail to meet the Standards of Progress and/or fail to follow the Academic Plan in future terms, my financial aid will be suspended and will not be reinstated until I have done the following:

- Achieved and maintained a cumulative GPA of 2.0 or higher
- Completed at least 66.6% of total credits attempted

Furthermore, I understand that if my financial aid is not reinstated that I am responsible for any tuition or fees until I meet the Standards of Progress.

Student Initials _____ Date _____ Advisor Initials _____ Date _____

OVER


SAP
ACADEMIC PLAN Form 2, Pg. 2

SATISFACTORY ACADEMIC PROGRESS

TO BE COMPLETED BY ADVISOR

Student Name _____ AU ID# _____ Advisor Name _____

ACADEMIC LOAD RECOMMENDATION

Next Semester FALL SPRING

Recommended # of hours for study _____

Full-time (12 credits)

Three quarters (9-11 credits)

Half-time (6-8 credits)

Half-time (3-5 credits)

Additional Comments: _____

REFERRALS

- Academic Counseling & Testing
- Academic Support Services
- Career Counseling
- Math Center
- Disability Accommodation
- Writing Center
- Other _____
- Student Success
- Tutoring
- Study Skills
- Time Management

FOLLOW-UP

Additional appointment(s): _____

Required	Recommended	
<input type="checkbox"/>	<input type="checkbox"/> 1-3-6 weeks	Appointment to be scheduled via e-mail at a later date.
<input type="checkbox"/>	<input type="checkbox"/> before adding/dropping any classes	
<input type="checkbox"/>	<input type="checkbox"/> before registering for next term	

ADVISOR COMMENTS:

RESULT

Do you recommend student for reinstatement? Yes No

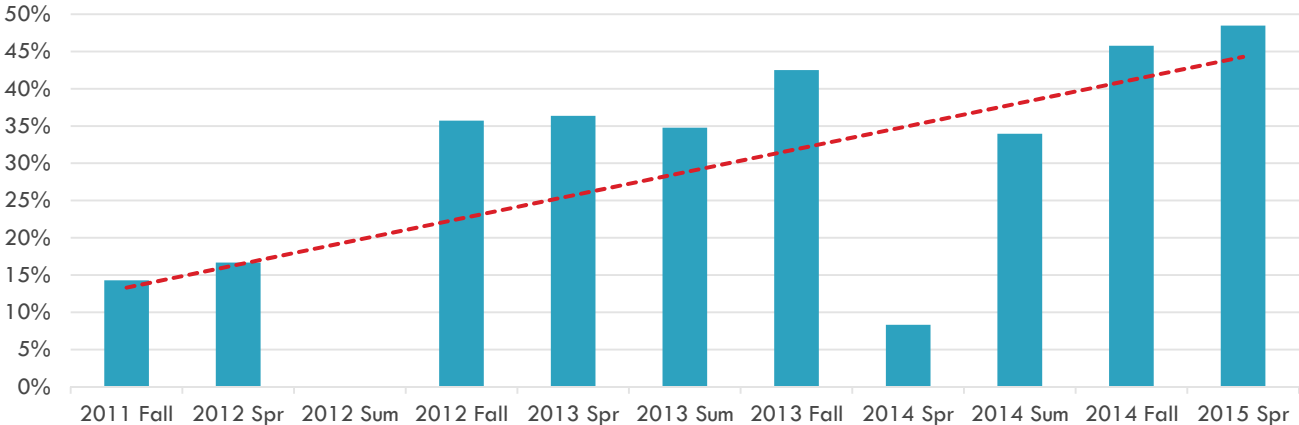
I have read, understood and agree to the above.

Student Signature _____ Date _____ Advisor Signature _____ Date _____

Distance/Post-traditional

Registration Rate

Distance Undergrad Degree Students
Percent of Advisees Registered within Term



Post-traditional

Appreciative Advising

- ▣ Initial exploration video conference to understand the student's strengths, weakness, motivation, and life goals
- ▣ Helps student build confidence through clear planning
- ▣ Empowers student with information about options for degree completion
- ▣ Celebrates success to build confidence

Post-traditional

Intrusive Advising

- Communicates timely information through automated emails, prompting next steps
- Emails students an updated degree plan each semester to prompt communication about next registration
- Reminds students of video tutorials & online FAQs as orientation to each new (or forgotten) process
 - www.andrews.edu/distance/students
- Builds community through group video conferences

In Conclusion

“Heisserer and Parette (2002) observe that ‘the only variable that has a direct effect on student persistence is the quality of a relationship with a significant member of the college community’ (p. 72). Thus the advisor is often the person best suited to form a significant relationship with the student. **At-risk students, in particular, may benefit greatly from the intrusive approach as they may not be aware of how to move forward when unexpected situations arise.**”

[Intrusive Advising, J Varney 2007 NACADA article](#)

Your Story

- Pair & Share
 - ▣ What is an advising strategy that is working for some at-risk population on your campus?
 - ▣ What is one take-away you would like to implement?

Questions? Contact Us

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& Sciences, and School of Health Professions

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