The Proactive Advising Cycle:

Sarah Forbes, PhD
Director of Student Academic Success
Rose-Hulman Institute of Technology

2018 NACADA Annual Conference
What is proactive advising?

Intrusive Advising
What is proactive advising?

• “Proactive advising involves intentional interactions with students before a negative situation cannot be ameliorated.”
  (Varney, 2013, p. 140)

• Proactive advising “is particularly successful with freshmen whose academic difficulties are strongly based on motivational rather than skill factors.”
  (Earl, 1988, p. 28)
Why is proactive advising important?

- GPA
- Retention
- Academic Dismissal
Where can I get more information?
Why are we using proactive advising?

High Aptitude + Insufficient Prior Experience = Struggle Spiral
What else should I know about Rose-Hulman?
How is proactive advising implemented?
Identification:
How do we identify at-risk students?
Who is our target audience?

• First-year students
  • Students exhibiting characteristics deemed concerning by faculty and staff (e.g., missing class, failing exams)
  • Students failing classes
  • Students on academic probation
  • Students exhibiting nonacademic behaviors

• Other targets
  • SO, JR, SR
  • Students conditionally admitted
  • Students with low ACT/SAT scores
  • Students in remedial courses
  • Students failing at midterm
  • Students with low LMS engagement
  • Students with certain responses on survey (e.g., BCSSE, ALOC)
Who do we rely on to help identify students?

- Faculty teaching first-year students
- Freshman academic advisors
- Staff teaching first-year students (first-year seminar)
- Coaches
- Resident assistants
- Registrar (probation)
What mechanism do we use?

Academically Unprepared
Lacks Work Ethic
Poor Attitude
Tardiness
Language Barrier
Other
What mechanism do we use?

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<tr>
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<th>Poor Attitude</th>
<th>Tardiness</th>
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<td>Dious, Stu</td>
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What data supports this early alert system?

**Academic Dismissals**
Fall 2016 & Fall 2017 Cohorts

- **RHIT Link Identified**: 97%

**Response Rates by Term**
- Fall 1617: 41%
- Winter 1617: 28%
- Spring 1617: 25%
- Fall 1718: 36%
- Winter 1718: 29%
- Spring 1718: 27%

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What are the next steps?

• Increase response rate of the RHIT Link Survey
  • Rebrand
  • Communication plan
  • Reminders
It’s Your Turn!
How will you identify students?

• Who is the target audience?
• What characteristics/behaviors are evident of this group?
• Who at my institution would be able to provide relevant data?
• What data collection method would be the most successful?
Intervention: How do we help at-risk students?
What interventions do we use?

• Individual meetings
• Group workshops

• Other ideas
  • LMS
  • Videos on social media/office website
  • Pop-up interactions outside the dining hall
  • Information/tools/resources placed in Learning Center/Library/high traffic areas
Who do we rely on to help intervene?

• Director of Student Academic Success
• Director of English as a Second Language
• Behavioral Intervention Team
• Academic Success Advisory Committee
• Assistant Vice President for Enrollment Management
How do we communicate with students?

Hello Anita,

I hope your week is going well. Would you stop by my office tomorrow afternoon (Wednesday) at 2:30 p.m. (8th hour) to chat for a few minutes? My office is in the Logan Library, L227, near the restrooms.

I look forward to meeting you!
Sarah

Sarah A. Forbes, PhD | Director of Student Academic Success
Academic Affairs
ROSE-HULMAN INSTITUTE OF TECHNOLOGY
What do we talk about?
What data supports this intervention?

32 unique students
49 meetings

Individual Meeting Attendance Rates

- Fall Quarter: 73%
- Winter Quarter: 33%
- Spring Quarter: 72%

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What data supports this intervention?

First-to-Second Year Retention

- Attendees: 69%
- Non-Attendees: 88%
Group Intervention

breaking bad

H
A
B
i
T
S

1
1.0079
83
208.98
16
32.065
Who is invited to the seminar?

- Failed MA111 in the fall
- Failed RHIT100 in the fall
- 2 or more points on the RHIT Link Survey
- GPA ≤ 2.0
How do we incentivize participation?

• Participation note in student folder (reviewed by A & S)
• Dinner (Papa Johns Pizza, Chick-fil-A)
• Math course incentive (e.g., drop lowest quiz grade)
What do we talk about?

• Time management
• Study strategies
• Test taking strategies
• Campus resources
• Action plans
What data supports this intervention?

Success Metrics for Students Invited to BBH
AY1617 - 1718

- Passed MA111: 93% Attendees, 88% Non-Attendees
- Removed from Probation: 60% Attendees, 49% Non-Attendees
- RHIT Link Repeat Names*: 46% Attendees, 53% Non-Attendees
- Retained to SO Year: 76% Attendees, 78% Non-Attendees
What data supports this intervention?

Success Metrics for Students Invited to BBH Past 4 Years

- **Attendees**
  - Retained to 50 Year: 81%

- **Non-Attendees**
  - Retained to 50 Year: 76%

[Bar chart showing the comparison between attendees and non-attendees for the percentage retained to SO year over the past 4 years.]
What data supports this intervention?

Status of Students Invited to the First BBH Seminar

- Graduated: 20% Attendees, 15% Non-Attendees
- Active: 30% Attendees, 15% Non-Attendees
- Inactive: 50% Attendees, 70% Non-Attendees

Attendees
Non-Attendees
What are the next steps?

• Individual Intervention
  • Discuss specific strategies during meetings
  • Create worksheet for students to develop an action plan; hold them accountable during inspection

• Group Intervention
  • Increase attendance
    • Move seminar to midweek so we can promote once they are back on campus
    • Leverage statistics during invitation process
It’s Your Turn!
How will you intervene with students?

- What individual sessions could my institute offer?
- What group sessions could my institute offer?
- What metrics will my institute want to track?
- Who at my institution could help me collect and analyze data?
Inspection:
How do we follow up with at-risk students?
How do we follow-up with students?

• Email
• Outlook appointment

• Other ideas
  • Phone calls
  • Texts
  • Letter sent to campus mail
  • Drop in office hours
  • Group session
  • LMS assignment
When do we follow-up with students?

• Individual intervention
  • 2 week follow-up

• Group intervention
  • Individual meetings at midterm
What is the focus of inspection?

• Specific to individual student
• Dependent on our prior discussions
What data supports this inspection?

- **Individual Intervention Email Inspection**
  - Responded: 56%

- **Individual Intervention Meeting Inspection**
  - Attended: 100%
How do we document student interactions?

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<th>Source</th>
<th>Context</th>
<th>PIDM</th>
<th>ID</th>
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<th>Year</th>
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<th>Attend</th>
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</table>
How do we document student interactions?

**Goodgrade, Anita**

Wednesday, September 19, 2018  10:03 AM

9/19/18
- Email from Dr. Faculty: Anita Goodgrade has missed 3 class periods and 2 homework assignments
- Sent Outlook appointment to Anita

9/21/18
- Meeting with Anita
  - Staying up late to finish homework, oversleeps and misses 8 am class
    - Talked about more effective study strategies
    - Talked about creating a time management plan, and setting alarms on phone
  - Assumes professor won't accept late homework, so she doesn't turn in
    - Talked about using the syllabus as a resource for policy decisions
    - Talked about visiting professor during office hours to find out more information
- Will follow-up in 2 weeks
What are the next steps?

• Schedule in person inspection meetings for most students
  • Review progress on action plans

• Evaluate software for better data collection, tracking, and analysis
It’s Your Turn!
How will inspection occur?

• What is the appropriate amount of time to wait until following up with the students?
• How will this communication occur?
• How will you document interactions with students?
It’s Your Turn, Again!
What are your best practices?

• Identification
• Intervention
• Inspection
• Metrics
• Documentation
• Campus support
Where can I find more information?


Questions? Comments?

Evaluation
Session #079