Secrets Beneath the Stitches

Cathy Hall, Jennifer Dennison and Karen Downing

Indiana University Northwest
GARRETT’S STORY
Introduction

• Student Success through Proactive Advising
  – Critical Literacy Program (CLP)
  – School of Education (SOE)
Proactive Advising

• Proactive advising (formerly known as Intrusive Academic Advising) was defined by the work of Robert Glennen. Glennen took developmental advising theory one step further to help advisors reach out to students. Programs utilizing proactive academic advising build structures that incorporate intervention strategies mandating advising contacts for students who otherwise might not seek advising.

http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-%28intrusive%29-advising-resource-links.aspx
Why Proactive Advising?

- A holistic approach that focuses on the student as more than a number
- Uses information gathered to help the student be as successful as possible
- Provides the student with a strong foundation and a “face” on campus they know they can trust
Proactive Advising Tips

• Build relationships
• Be Prepared
• Ask questions and make referrals as needed
• Maintain regular contact

Deberie Hubbert

Former CLP student
Major: Political Science
Supplemental Instruction Leader
Writing Center Tutor
The Critical Literacy Program (CLP)

• Designed for conditionally admitted students
  – Students are required to take a reading placement test if they do not have:
    • At least a 2.0 GPA from high school
    • A score of at least the state average on SAT/ACT
    • A standing in the top half of their high school class

• Placement in CLP if Compass Reading score is between 60 – 79.

• Promotes strong reading and thinking skills, as well as, study habits
A brief overview

• 3 required courses
  – X 151 – Reading
    • Improving reading skills
    • Use of Aplia – online program
    • Reading Horizons – reading software
  – X 155 – Critical Thinking and Reading
  – X 157 – FYE – study skills and college survival skills
• Either an English or Math course
• Must have earned a C or better in each course
The Evolution of the Program

2009 – program advising moved to SRP
• Developed an advising plan
  – Intake form
• Created a mentor program
• Focused on student success
• Strengthened the curriculum
• Added advising hold
• FLAGS
CLP Mentoring

- Based on Supplemental Instruction theory
- Mentors:
  - are former CLP students
  - help with New Student Orientation
  - attend X 151
  - meet with students both in groups and individually
  - offer study sessions
Features of CLP Advising

• Initial Contact
  – Welcome Letter
  – Reminder to complete all Steps for Enrollment

• During all interactions with students, we encourage them to engage in campus through:
  – The use of academic resources
  – The use of other, non-academic resources
Features of Advising in the CLP

• Advising is an opportunity to integrate new students into the college culture
  – University and student expectations
  – How college differs from high school in terms of scheduling
  – Resources and referrals
First Semester Advising

• The Session
  – Prepare
  – Begins with a discussion, based on answers from a brief intake survey, of the student’s placement, the CLP requirements and benefits, program policies, and the students initial thoughts on coming to college
    • Program interest
    • Employment obligations—which leads into other obligations such as family
    • Interest in going to school full-time or part-time and when they would like to be in class
Mapping out a Schedule

• Students are guided through putting a schedule together
  – We discuss
    • Planning the schedule to best fit the needs of the student
    • Making time to study and use campus resources
• Once a schedule has been mapped out, either the advisor or a student mentor assists the student in registering for classes
  – We use this opportunity to introduce the student to OneStart and all of the information and resources available.
• Follow up has gone through a few different iterations
  – Students are encouraged to contact the advisor with any questions or if any changes need to be made to their schedule
  – Students are also encouraged to sign-up/attend New Student Orientation
  – Reminders are given about financial aid deadlines, To Do List items, and other important deadline and dates
  – Advisors visit the class mid-semester with announcements and reminders
Second Semester Advising

• Formal contact with students comes in the week prior to registration via classroom presentation
  – Students are reminded to make an appointment early with their advisor
  – A brief overview of checking for holds in OneStart, as well as, other reminders are provided
Advisor Preparation

- FLAGS
- Review of student file
- Discussion with instructors about student progress
- Review of intake form for major identification
The Session

• The second semester advising session is more focused on the students continued use of good habits
  – Meeting with an advisor regularly
  – Taking advantage of campus resources
  – Reviewing the program plan for the major that the student has selected
  – Contact information for major
• Planning a second semester schedule
  – Students have more control over the courses they take
  – It’s important that they walk away from this session with an understanding of how to put a schedule together
Follow up

• Students are encouraged to return to the office in the future with any question
  – We do however encourage them to forge a relationship with their new advisor and we make them aware of the limitations our new role takes on
# Program Data

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<td>73</td>
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Modifications to the Advising Process

• Survey
  – Informal person SWOC/T analysis
  – Used as a tool to facilitate discussion

• Advisor Assignment
  – More formalized follow-up with student through email
  – Decreased likelihood that students fall between the cracks

• New Student Workshop
  – Open to all new students (2013 pilot for the CLP)
  – Designed to introduce students to the rigors and expectations of college, as well as resources in an informal group environment facilitated by CLP staff and student mentors
SCHOOL OF EDUCATION
ADVISING (SOE)
SOE provides:

• Multiple cross-trained advisors
• Student Organizations
• Open door policy
• (She was available last minute.)
Students receive:

• Friendly advising
• Scholarship information
• Assistance setting goals
• (this is the most helpful advising appointment I’ve had. I feel much better about the direction I’m going.)
Collaboration between SOE and Students:

- Important interaction
- (very clear, easy to communicate with and very helpful)
- Shared responsibility
- (clear and concise about what the plan of study is and which expectations must be met. readily available throughout the week)
- (I love that if he doesn’t have an answer for me he will stop at nothing to get one for me. I also love that he is direct and honest with his answers.)
- Close student-advisor relationship
- (love her attitude, she sure was very informative and helpful, as always. Much different experience than my other school. She was outstanding!!!)
- (She was very helpful in answering any of the questions or doubts I had, which really put me at ease. She was very approachable, honest, and insightful. Great appointment!!)
- Student encouragement
Eric Hanck
Former CLP student
Major: Elementary Education
Student Involvement

• NCATE accreditation
• Students interviewed
• Students’ work
School of Education Data:

- 1000+ Students advised 2012-2013
- 3.69/4.00 program-graduate knowledge rating
- 4.88/5.00 advisor availability, information, and session rating
Future School of Education programs:

- Mentor program
- Facebook page (under construction)
Secrets Beneath the Stitches

Each baseball is hand stitched and takes time. For our students to succeed, they need our time and individual attention. The secrets are not really secrets at all, but all of the things we do to help our students become successful members of a campus community.
For more information on Proactive/Intrusive Advising go to:

http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Proactive-%28intrusive%29-advising-resource-links.aspx