



Intrusive Academic Advising: An Effective Strategy to Increase Student Success

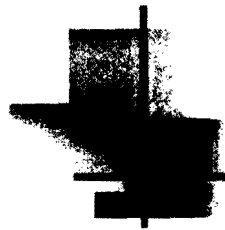
**Tom Brown
Innovative Educators Webinar
June 22, 2010**

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Intrusive Academic Advising

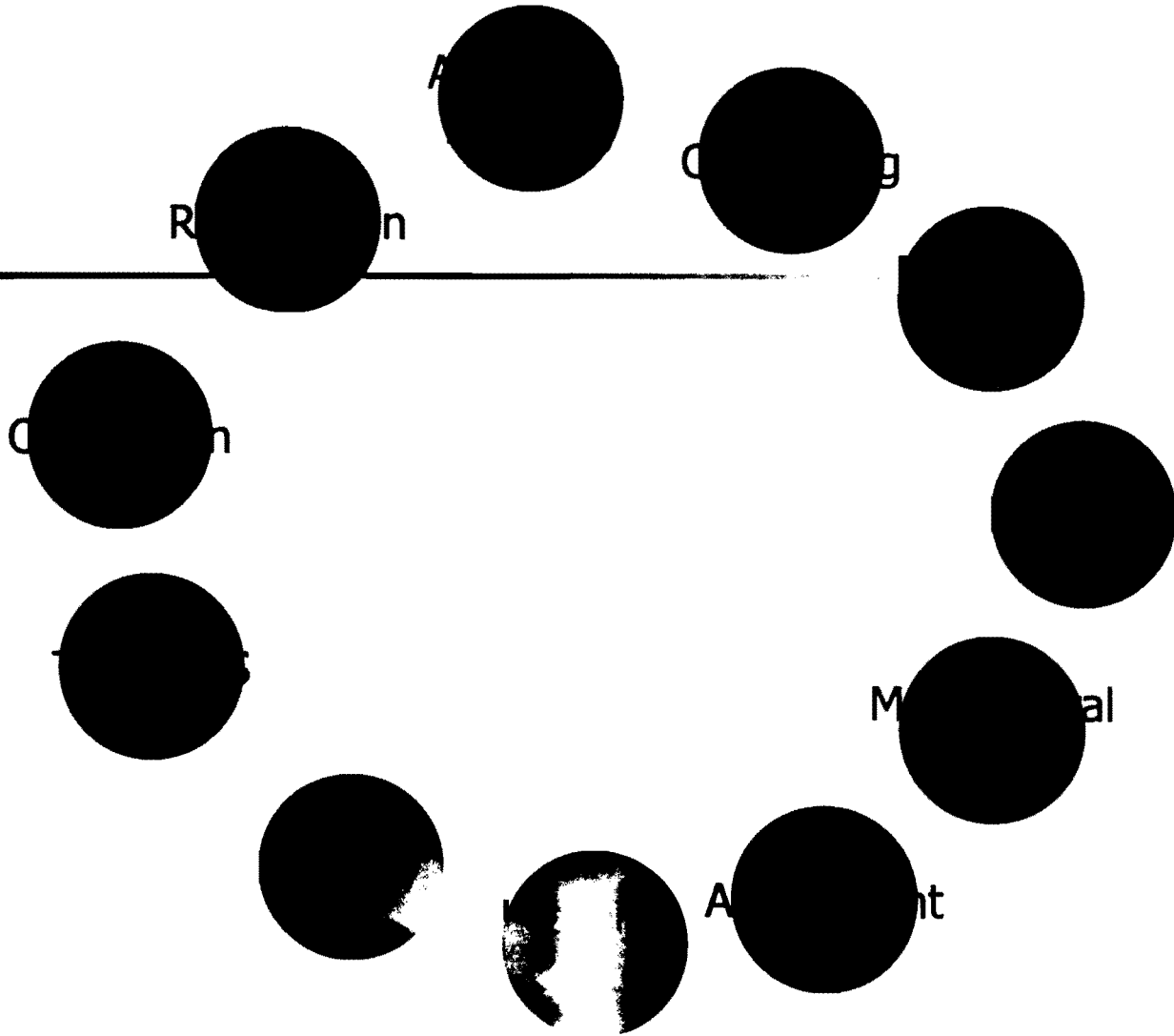
- 1. What is it?**
- 2. Why consider using it?**
- 3. What does it involve?**
- 4. Is it effective?**
- 5. Can it work for your students, your work, and your campus?**



Redefining academic advising:

**From an event to a process
that is integrally linked to
student engagement and
learning.**

**Much more than a service
that supports registration....**



Changing Environment & Changing Students

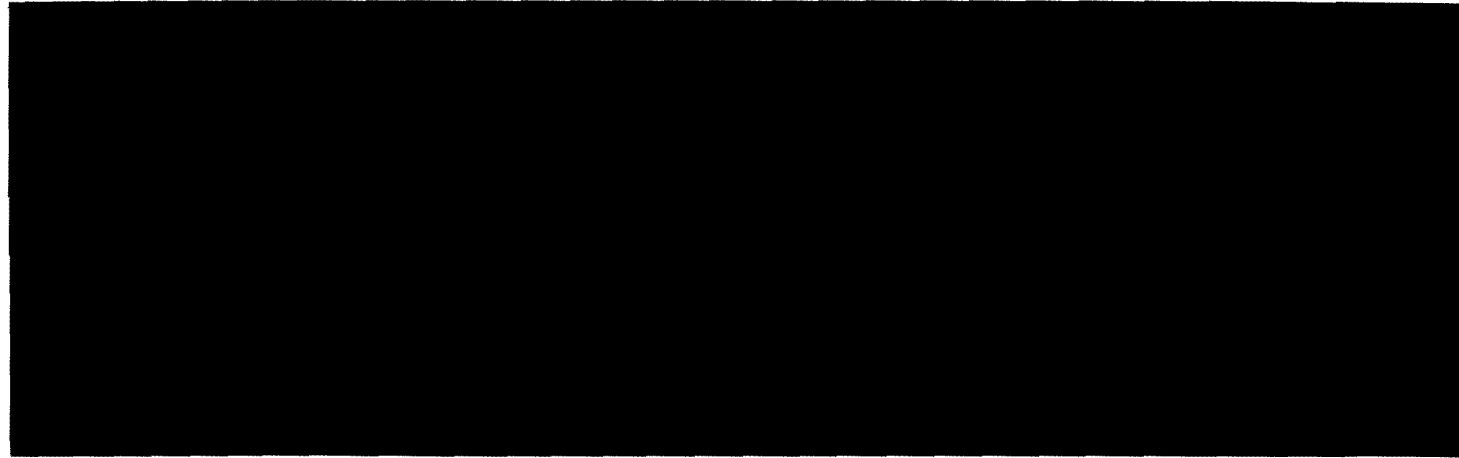
1st Year

2nd Year

3rd Year

4th, 5th, 6th Year

**Changing
Needs for
Advising**



Moving In

Moving Through

Moving On

I

I/s

I/S

S/I

S

I = Faculty, advisors, etc.

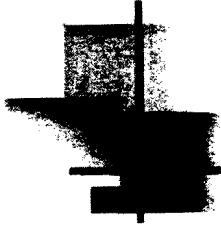
S = Student

PRESCRIPTIVE

DEVELOPMENTAL

Lynch, 1989; Brown & Rivas, 1994; Creamer, 2000; Brown, 2006

HIERARCHY OF ADVISING



Intrusive Academic Advising

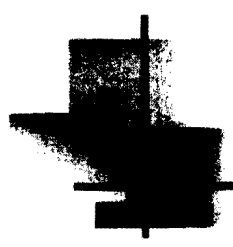


What is *intrusive*
academic advising??

Some Institutions seem to be more effective than others in helping students from a wide range of abilities and backgrounds succeed...



How College Affects Students
Pascarelli & Terenzini, 2005



Research has shown that advising improves student retention rates through the establishment of relationships with faculty or staff members who help students to clarify their academic and career goals.

Noel Levitz 2006

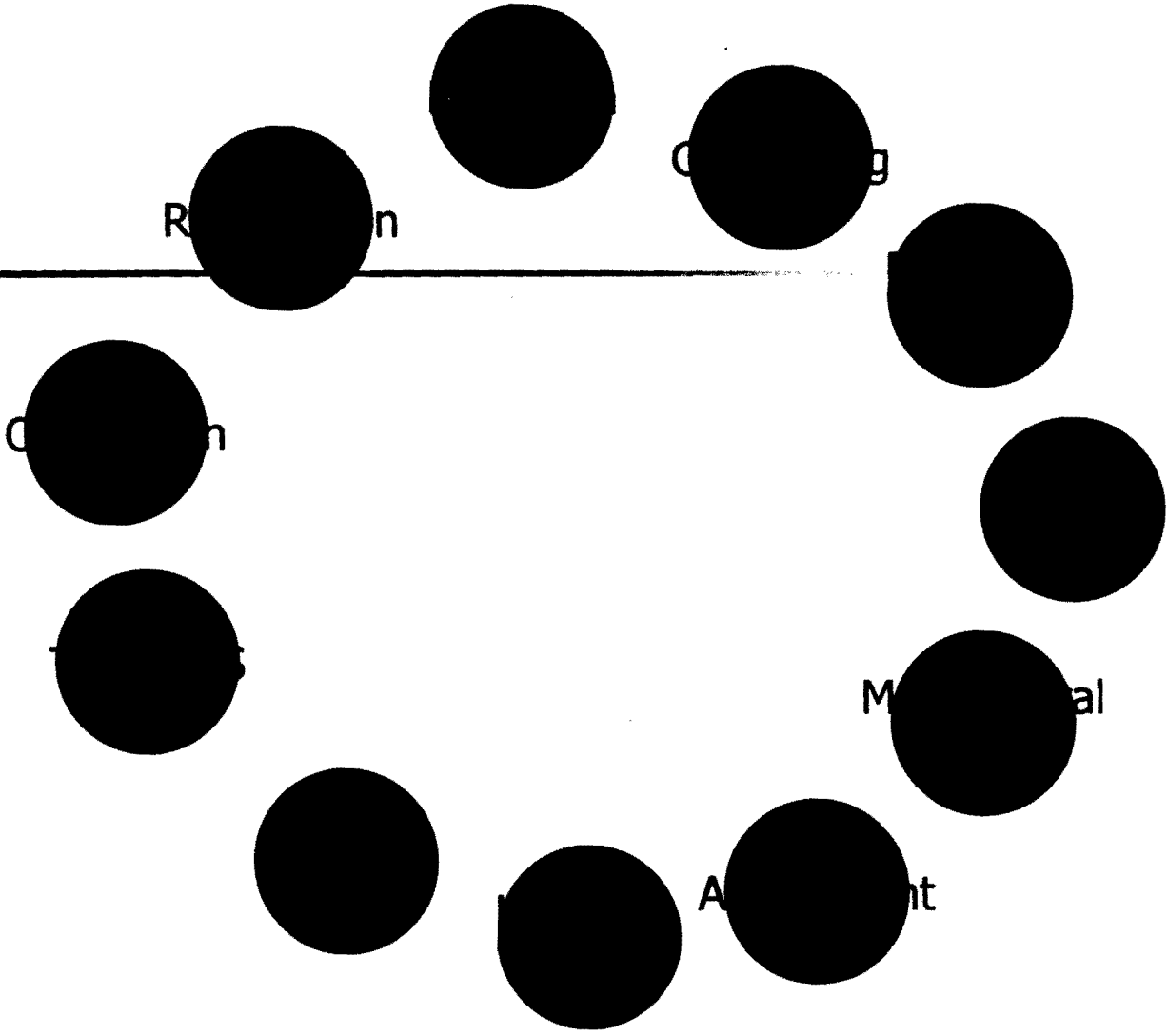
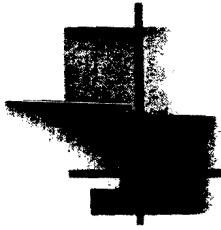
Academic advising is the only structured activity on campus in which all students have the opportunity for on-going one-to-one interaction with a concerned representative of the institution.

by Hailey, ACT



Attributes of an environment that supports student success:



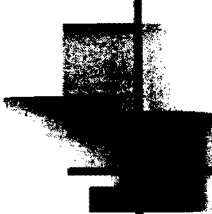


National Student Satisfaction Report

Four-year Public Institutions

Academic advising	(6.35)
• Instructional effectiveness	(6.33)
• Safety and security	(6.32)
• Registration effectiveness	(6.21)
• Recruitment and financial aid	(6.16)
• Concern for the individual	(6.13)
• Campus climate	(6.12)
• Student centeredness	(6.11)
• Campus support services	(6.07)

National Student Satisfaction Report ***Four-year Private Institutions***

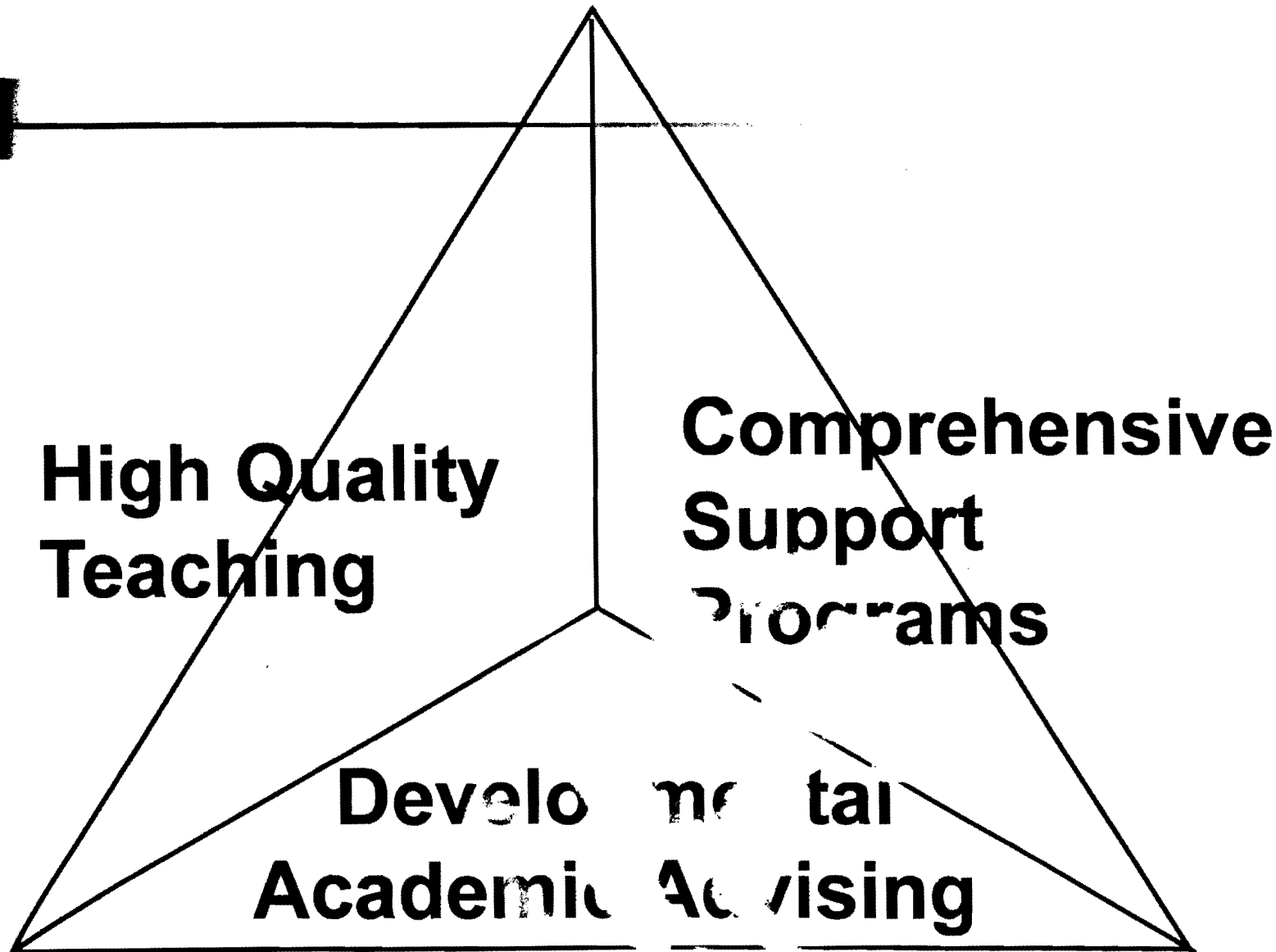


Instructional effectiveness	(6.34)
• Academic advising	(6.30)
• Safety and security	(6.18)
• Student centeredness	(6.18)
• Registration effectiveness	(6.18)
• Recruitment and financial aid	(6.18)
• Campus climate	(6.16)
• Concern for the individual	(6.16)
• Campus support services	(6.04)

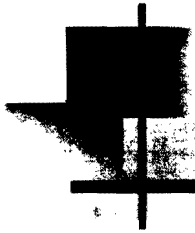
Community College Student Priorities 2009

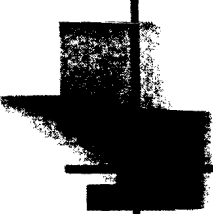
Instructional effectiveness	6.18
Registration effectiveness	6.16
• Academic Advising/Counseling	6.14
• Concern for the individual	6.09
• Academic services	6.05
• Admissions and financial aid	6.03
• Safety and security	6.02
• Student centeredness	5.98
• Campus climate	5.98
• Service excellence	5.64
• Campus Support Services	5.48

TRIAD FOR STUDENT SUCCESS



Why do students leave college?






**What happens to students
after they enroll frequently
has a more powerful
impact on whether they
stay and achieve their
goals or leave.**

Tinto 1987, 1993



Retention practices with greatest impact



**Next to the quality of
instruction, academic
advising is consistently the
next most important area of
the college experience to
students.**

**Five Year Trend Study-
National Student Satisfaction Report
Noel Levitz 2006**

National Graduation* Rates

	<u>n</u>	<u>Mean%</u>
Two-year public	442	29.3
Four-year public MA	166	38.8
Four-year public PhD	173	48.6
Four-year private MA	348	55.4
Four-year private PhD	173	63.4
Overall	1661	46.2

Completion in 3 years for Associates; 5 years for BA/BS

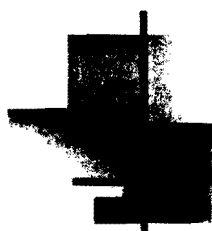
Source: ACT Institutional Data File, 2008

www.act.org



The Challenge

**Enhancing student
persistence is an
increasing concern in
higher education...**



The context for today's workshop:

**A continued focus on
student learning,
engagement and success.**

Shift in emphasis....

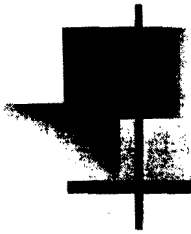
1970s and 80s

1980s and 90s

Today

Alf de los Santos

Intrusive Advising Strategies



Intrusive Advising Strategies



***The intrusive model* of advising is action-oriented in involving and motivating students to seek help when needed. Utilizing the good qualities of prescriptive advising (expertise, awareness of student needs, structured programs) and of developmental advising (relationship to a student's total needs), intrusive advising is a direct response to an identified academic crisis with a specific program of action....**

Earl, 1987

Origins of Intrusive Advising



**“Reduction of Attrition Through
Intrusive Advising”**

Robert Glennen & Dan Baxley

NASPA Journal, v22 n3 p10-14 Win 1985

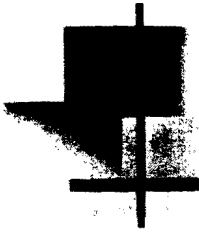


Academic Advising: A Shared Responsibility

Why Intrusive Advising Works:



The *theoretical framework* of intrusive advising is based on three postulates:



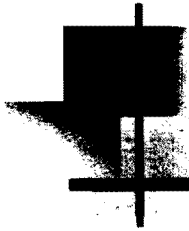
The *theoretical framework* of intrusive advising is based on three postulates:

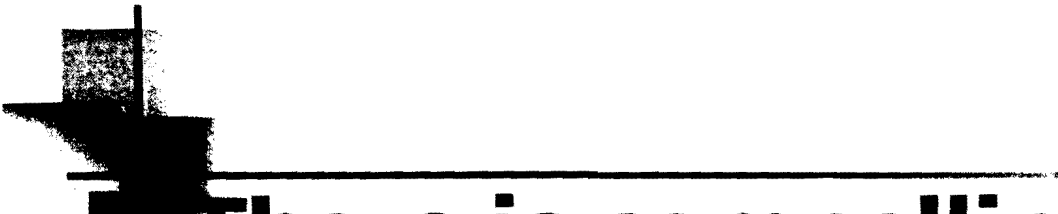


Some advantages of an intrusive mode of advising.



Advantages of intrusive advising






There is compelling evidence regarding the importance students place on the value of intrusive advising relationships in the context of their ability to persist.

by Anna Burt, 2009



Intrusive advising has been shown to improve the effectiveness of advising, enhance student academic skills and increase retention.

Earl, 1987



While functioning relatively well for [many] services, it is not functioning well in the campus environment for the delivery of academic assistance services.

Ear 1937

In loco parentis has been replaced by the philosophy that students are responsible for their own survival and relate to their experiences in the same way that other adults relate to their environment...

Student Expectation of Advisors





Using Active Outreach Advising with Specific Student Cohorts



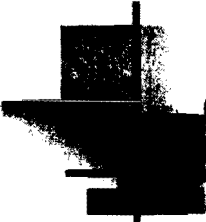
**Adult students often
“recycle” through
developmental issues
faced by younger
students.**

Chickering and Reisser, 1993



40% of first-generation students leave college without a degree....they are more likely to come from low income families.

US Department of Education, 2005



Students with disabilities are far less likely to finish high school or college, far more likely to be unemployed, and, when they find work, to be paid less than minimum wage....

Johnson, 2006





Undecided Students

Undecidedness has been linked to low achievement, lack of involvement and attrition.

Peterson & Donough



LGBT Students

31% of LGBT students left college for a semester or longer and 33% dropped out altogether (Hardesty, 1994)



Multicultural Students

Students of color base their decisions on whether or not to persist on the quality of their interactions with faculty....

**Center: Terenzini, et. al.
Journal of Higher Education, 1999**



First-year Students

Many students who leave college do so as the result of experiences they have during the first six weeks.

Astin, Tinto, Crockett



National Drop Out Rates Freshman to Sophomore Year

	<u>n</u>	<u>Mean%</u>
Two-year public	824	46.3
Four-year public MA	220	30.0
Four-year public PhD	227	27.1
Four-year private MA	502	27.7
Four-year private PhD	220	19.6
Overall	2582	32.7

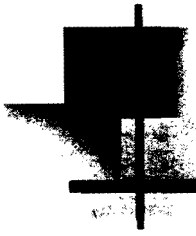
*Source: ACT Institutional Data File, 2008

www.act.org

**Students need the support of
advising programs and
academic advisors as they make
three critical transitions:**



Do students understand what is required to be successful in college?





Active outreach to students

Advisors should be available

at times when,

and in places where,

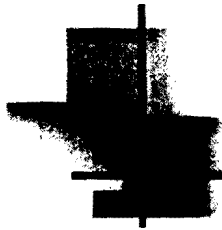
**students make
educational decisions**

Habley

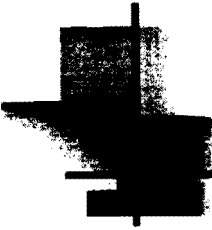




Why reach out?



**We should not assume
that effective advisors
will simply emerge
without structured pre-
service and in-service
professional development
programs.**



Many key competencies are developed after educators arrive on campus. Therefore, colleges must assume the responsibility for teaching and developing their own educators to enhance student learning inside and outside the classroom by providing professional development programs.

Brown & Ward, 2007



Comments?

Questions?

Challenges?

Successes?

