Intrusive Academic Advising: 
An Effective Strategy to 
Increase Student Success

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Innovative Educators Webinar
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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

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th, 5th, 6th Year</th>
</tr>
</thead>
</table>

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
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.

Net 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)
<table>
<thead>
<tr>
<th>Service</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional effectiveness</td>
<td>6.34</td>
</tr>
<tr>
<td>Academic advising</td>
<td>6.30</td>
</tr>
<tr>
<td>Safety and security</td>
<td>6.18</td>
</tr>
<tr>
<td>Student centeredness</td>
<td>6.18</td>
</tr>
<tr>
<td>Registration effectiveness</td>
<td>6.18</td>
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<tr>
<td>Recruitment and financial aid</td>
<td>6.18</td>
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<td>Campus climate</td>
<td>6.16</td>
</tr>
<tr>
<td>Concern for the individual</td>
<td>6.16</td>
</tr>
<tr>
<td>Campus support services</td>
<td>6.04</td>
</tr>
</tbody>
</table>
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

High Quality Teaching

Comprehensive Support Programs

Developmental Academic Advising
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

<table>
<thead>
<tr>
<th>Program Type</th>
<th>n</th>
<th>Mean%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>442</td>
<td>29.3</td>
</tr>
<tr>
<td>Four-year public MA</td>
<td>166</td>
<td>38.8</td>
</tr>
<tr>
<td>Four-year public PhD</td>
<td>173</td>
<td>48.6</td>
</tr>
<tr>
<td>Four-year private MA</td>
<td>348</td>
<td>55.4</td>
</tr>
<tr>
<td>Four-year private PhD</td>
<td>173</td>
<td>63.4</td>
</tr>
<tr>
<td>Overall</td>
<td>1661</td>
<td>46.2</td>
</tr>
</tbody>
</table>

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

Source: ACT Institutional Data File, 2008

[www.act.org](http://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

Alicio 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.

DeAnna 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 & McDonough
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....

C. 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

<table>
<thead>
<tr>
<th>Type</th>
<th>n</th>
<th>Mean%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year public</td>
<td>824</td>
<td>46.3</td>
</tr>
<tr>
<td>Four-year public MA</td>
<td>220</td>
<td>30.0</td>
</tr>
<tr>
<td>Four-year public PhD</td>
<td>227</td>
<td>27.1</td>
</tr>
<tr>
<td>Four-year private MA</td>
<td>502</td>
<td>27.7</td>
</tr>
<tr>
<td>Four-year private PhD</td>
<td>220</td>
<td>19.6</td>
</tr>
<tr>
<td>Overall</td>
<td>2582</td>
<td>32.7</td>
</tr>
</tbody>
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*Source: ACT Institutional Data File, 2008*

[www.act.org](http://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?