

Holistic and Intrusive Advising Approaches for Student Retention

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Why intrusive advising?

- Too often in higher education, it is assumed that students know how to behave; “We assume that they know how to study, how to prioritize, and how to plan” (Bettinger et al., 2011, p.18).
- Sadly, this is not always the case and students often arrive to college without the skills to succeed.

The BIG Question

HOW DO WE GET STUDENTS TO SEEK HELP WHEN THEY NEED IT BEFORE IT IS TOO LATE?

Intrusive advising is pro-active intervention. It is letting students know you are there and building relationships before problems occur so that IF they encounter something, they will seek you for advice and counsel.

“Intrusive Advising differs from the more traditional prescriptive and developmental models of advising because advisors are not only helpful and encouraging of students, but they proactively make the initial contact with students...a pre-emptive strike, of sorts” (Varney, 2007).

Advising and student retention

- Contact with a significant person within an institution of higher education is a crucial factor in a student's decision to remain in college (Heisserer & Parette, 2002; Varney, 2007)
- Academic advisors and advising centers are the one structured activity on campuses where students have the opportunity for on-going, one-to-one interaction with a concerned representative of the institution (Habley, 1994)

The Strategies

1. Build Relationships Early

- Be visible to students and get to know them
- Email students as early as possible as an introduction (provide contact information, expectations)
- [Advisor Toolbox](#) has *Directions and Best Practices for Text Messaging Students for Outreach* (under the Pathways section)

2. Be Prepared

- Students feel welcome if we are professional and prepared to see them
- Give the impression that nothing is more important than the student at that moment
- Review past history (notes, files, cases, degree plans)
- Have questions prepared (I have a list ready and add to it when I need to)
- Schedule plenty of time (for student appointment AND your notes)

3. Making Referrals

- The more you know about your students, the more specific and appropriate your referrals will be
- Ask a lot of open-ended questions that help to get to the heart of the issue
 - Check out this list of strengths-based questions:
<https://www.nacada.ksu.edu/Portals/0/Resources/Publications/documents/Questions%20for%20Strengths-Based%20Advising.pdf>
(Schreiner, n.d.)
- Know your campus and community! (you need to know the right people to call to make a referral)
- Utilize the [Pathways Case Management Referral System](#)
- Get to know the [Advisor Toolbox](#)

4. Maintain Regular Contact

- Send emails and follow-up
- Bring services to the student, do not wait for them to identify what they need and search for it (remember, they often do not know what they need nor have the vernacular)

Engaging with student-athletes?

- Weekly student-athlete newsletter
- Teamworks and Pathways daily reminders
- Team meetings/daily interaction



ADVISING APPOINTMENTS

SCHEDULE YOUR ADVISING APPOINTMENT FOR SPRING 2020 CLASS REGISTRATION

YOU ARE REQUIRED TO MEET WITH YOUR CAMPUS ACADEMIC ADVISOR PRIOR TO REGISTERING FOR YOUR SPRING CLASSES

SPRING REGISTRATION IS FRIDAY, OCTOBER 23.

ACT EARLY — APPOINTMENTS FILL UP QUICKLY



UPDATED FALL 2020 CALENDAR

MONDAY, AUGUST 10: FIRST YEAR WELCOME WEEK ACTIVITIES BEGIN

WEDNESDAY, AUGUST 19: FIRST DAY OF CLASS

MONDAY, SEPTEMBER 7: CLASSES MEET ON LABOR DAY

FRIDAY, NOVEMBER 20: LAST DAY OF FALL SEMESTER CLASSES

MONDAY — FRIDAY, NOVEMBER 23 — 27: THANKSGIVING BREAK*

MONDAY — FRIDAY, NOVEMBER 30 — DECEMBER 5: ONLINE FINAL EXAM WEEK

*SOME IN-PERSON FINAL EXAMS WILL BE ADMINISTERED MONDAY AND TUESDAY, NOVEMBER 23 AND 24

Educate on Classroom Behavior

- Arrive on time and be prepared for class.
- Complete required assignments on time. Don't assume the professor will accept late work.
- Complete your own work. Plagiarism can result in failing a class or being sent to an Academic Integrity hearing.
- Take notes and ask questions.
- Sit in the front of the class. Show your instructors respect by sitting up in your seat, removing your hat, hoods, etc. and paying attention in class. Do not sleep in class.
- Hand out travel letters to all professors. Failure to turn in your travel letters may forfeit your right to accommodations due to travel later in the term.

Educating on Eligibility

Major Declaration Rule = Must declare major **by the end of 2nd year**

Progress Towards Degree = Must pass a specific amount of credits by a certain benchmark

After 1st year -	24 credits
After 2nd year -	48 credits
After 3rd year -	72 credits
After 4th year -	96 credits

NCAA GPA Rule	1st year - 1.8 GPA
	2nd year - 1.9 GPA
	3rd-5th year - 2.0 GPA

PITT GPA Rule = **Must have a 2.0 GPA or higher** to remain in good standing

If fall below a 2.0 GPA: 1st Time = Academic probation
2nd Time = Suspension from school

At-risk students?

- Time management
- Accountability
 - Weekly study hours reports to coaches
- Weekly meetings/Regular contact
- Structured Schedules
 - Study hours
 - Tutoring sessions
 - Life skills/Career workshops/seminars
 - Community Service Events

Academic Support Usage Student-athlete sign in Fall 2019-20/Peak Hours (60% of S-As on required hours)

Required Study Hours (in min)	Actual Total Time (in min)	% of Actual Total Time vs Required Study Hours
993,600	991,020	99.75%
Required Study Hours	Actual Total Time	Average number of students per hour
16,560	16,517	31.28/hr

Discussion questions

What questions do you still have about proactive (intrusive) advising?

What challenges do you see in your advising and mentoring work?

What are you excited to try?

References

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