



Education  
Advisory  
Board

Academic Affairs Forum

# A Student-Centered Approach to Advising

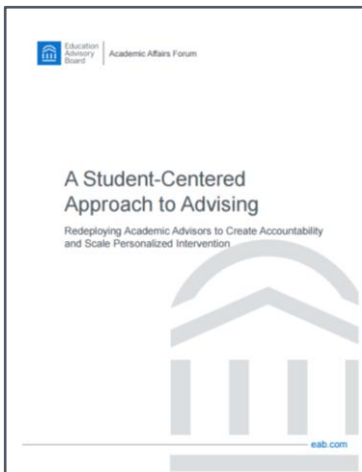
Redeploying Academic Advisors to  
Create Accountability and Scale Intervention

# EAB Contact Information

## Academic Affairs Forum



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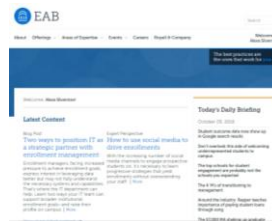
### A Student-Centered Approach to Advising

*Redeploying Academic Advisors to Create Accountability and Scale Personalized Intervention*



**Alexa Silverman**  
*Analyst*  
*EAB Strategic Research*

ASilverman@eab.com  
202-266-6542



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1 | What We Know Now About Student Success

2 | Structuring Advising to Enable Consistency and Accountability

3 | Targeting Intervention Strategies Based on Student Risk

# What We Now Know About Student Success

## Investment in Data, Analytics, and Research Accelerating Progress



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### Gaining Insight into Student Patterns of Behavior



*What grades in prerequisites are correlated to success in the major?*



*When do most students who graduate declare their last major?*



*Which populations on campus are leaving during the sophomore year?*



# 80%

Of CIOs and VPs of Student Success expect increased investment in analytics in the next two years

Source: ECAR Integrated Planning and Advising Services:  
A Benchmarking Study (2014).

# Entering a New Phase in Student Success



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## Yesterday's Approach

*Target resource intensive support services and staff to highest risk students*

*Focus efforts and programs on first year students to boost retention*

*Monitor academic progress to identify students at risk of probation*



## Today's Approach

*Recognize "murky" middle students as attrition risks with opportunity for improvement*

*Address sophomore and upper division attrition and emphasize persistence to graduation*

*Apply a holistic risk model with academic and non-academic factors to identify students at risk of withdrawal*

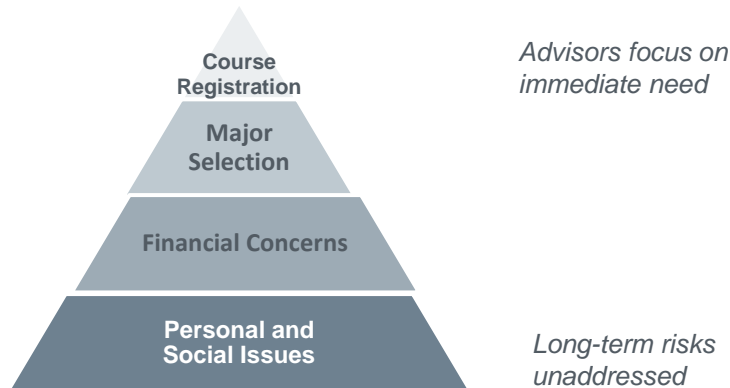
# Academic Advising Too Narrow in Focus

Emphasis on Curriculum Leaves Underlying Problems Untreated



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## Curricular Concerns Only Tip of the Iceberg





# Not Every Problem Caught by an Early Alert

## Academic Indicators Can Miss Certain At-Risk Populations

### Campus Early Warning System

#### *Common Flags*

- Poor attendance
- Lack of participation
- Missing assignments
- Low midterm grade
- Poor study habits
- Low cumulative grade

#### *New Additions*

- Lack of writing proficiency
- Lack academic readiness
- Disruptive behavior
- Complaints from peers
- Attending wrong section
- Unresponsive to attempts to contact
- Sudden change in mood
- Illness or poor hygiene
- Repeated requests for extensions

### Often Overlooked



Non-academic reason for poor grade or attendance



Top academic performers thinking about transfer



Academically okay but concerned about fitting in

# No One Accountable for a Student's Success



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## Inconsistent Contact and Conflicting Advice Jeopardize Persistence



*Students shuffled between support units with no main point of contact*

### Conflicting Advice

Major advisors, faculty, staff, and peers send mixed messages about requirements and recommended pathways to graduation

### Difficult to Navigate

Student expected to find appropriate information and support on their own, with little coordination between organizational units

### No Personal Connection

Student sees variety of different staff members in short, transactional interactions; feels like just a number



*Institutional staff uncoordinated, unaccountable, and underutilized*

### Limited Information

Each faculty and staff member starts over with student, missing critical background information, context, and longitudinal reference data

### No Performance Evaluation

Impossible to assess and incentivize student coaching since no individual or unit is held responsible for a student's success or failure

### Can't Track Compliance

No one monitoring student compliance with services and activities prescribed by advisors or following up to check on progress





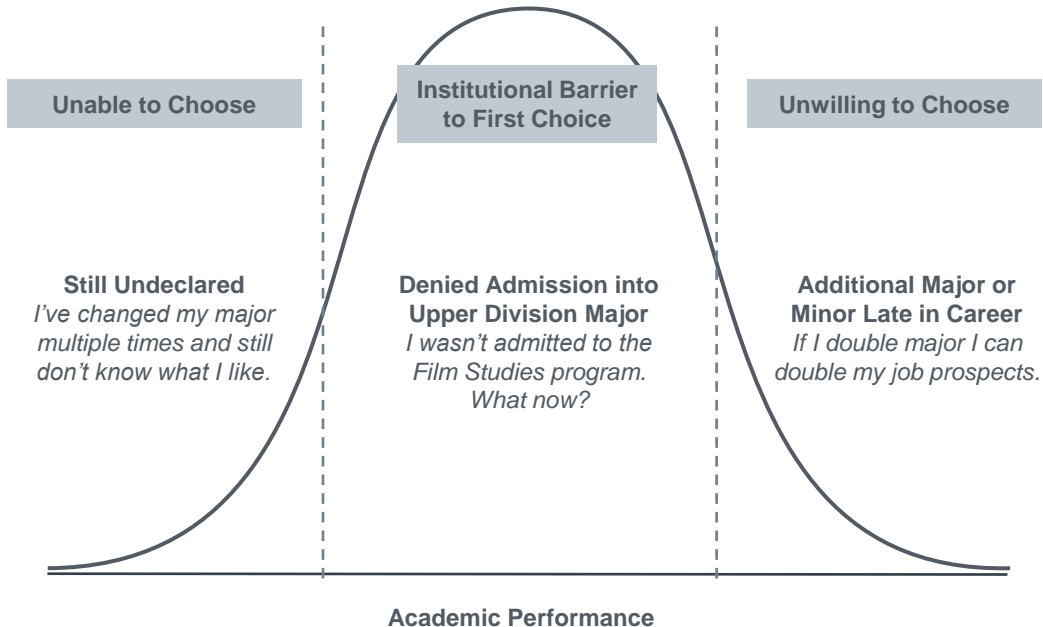
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# Major Hazards Approaching the 5<sup>th</sup> Term

## Risk of Attrition Linked to the Challenges of Choice



# Four Types of Major on Campus

## Tracking Student Flow In and Out of Programs



### Donor Majors

Students flow out of these majors more often than they flow in

*Example: Computer Science*

### Static Majors

Students who initially declare this major rarely switch; few students flow in

*Example: Nursing*



### Acceptor Majors

Students flow into this major but few students flow out

*Example: Social Work*

### Pivot Majors

Equal flow of students in and out of the major

*Example: English*



# Visualizing Student Flows Between Majors



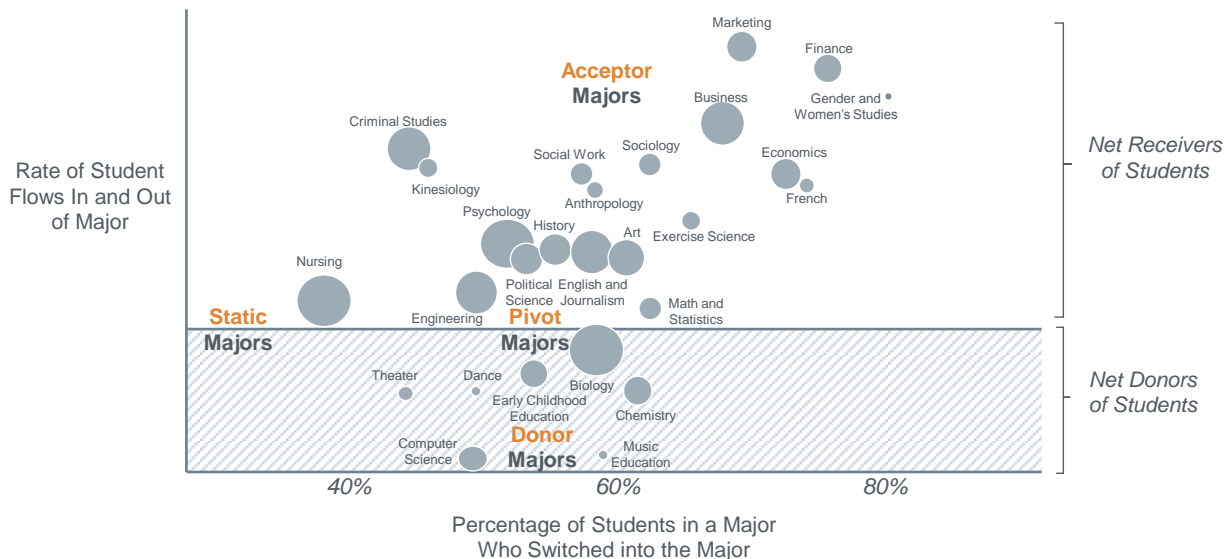
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## Student Major-Switching Analysis

*Groupings of Majors from the EAB Student Success Collaborative*

*N=2,693 majors at 50 institutions*

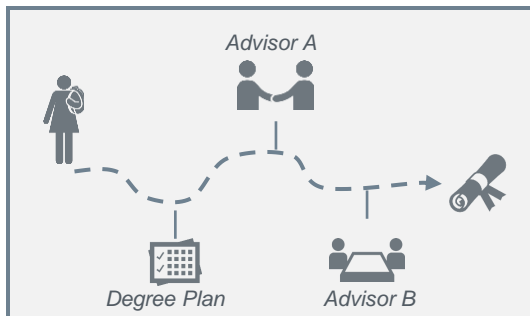
*Circle size indicates relative enrollment size*



# Promoting Continuity in Academic Advising

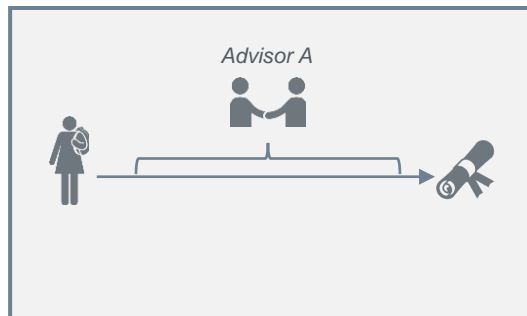
## The Old Thinking

*Advisors assigned based upon institutional structures and departments; often requiring reassignments for major switching*



## The New Thinking

*Student movement through the institution dictates advisor caseloads; optimizing consistency despite major switching*



# Mapping Student Pathways to Degree



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How do students flow in and out of majors at the institution?

## Map Historical Paths to Degree



- Analysis of first and last major for 5 years of student records reveals significant student migration across the institution

**65%** Of students graduate in 1 of 10 majors

**75%** Of students switch majors at least once

## Categorize Majors by Student Flow Patterns



- Four types of major identified based on student flow patterns:
  - **Donor Majors:** Students exit these programs and few enter
  - **Acceptor:** Students enter these majors from other programs
  - **Pivot:** Students equally enter and exit these majors
  - **Static:** Very few students enter or exit

## Assign Advisors to Major Clusters



- Advisors trained in set of thematically-related majors and a sub-set of common destination majors
- Goal: 80% of students remain with the same advisor despite major switching

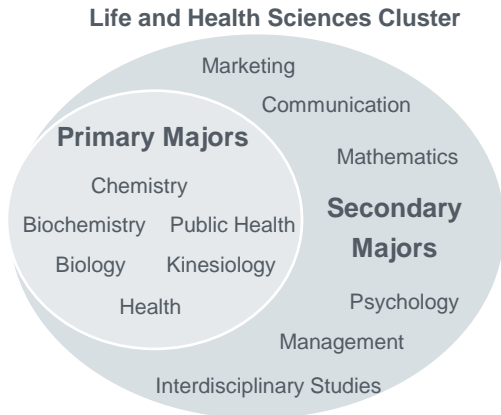
### Next Steps

Examine requirements for majors in clusters to promote coordinated prerequisites

# Enrollment Patterns Provide Re-Organization Blueprint

## UTSA Redeploys Academic Advising to Match Student Flow

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82%

Percent of students  
will remain with  
one advisor

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Average number of  
majors an advisor  
is responsible for

### Active Ingredients

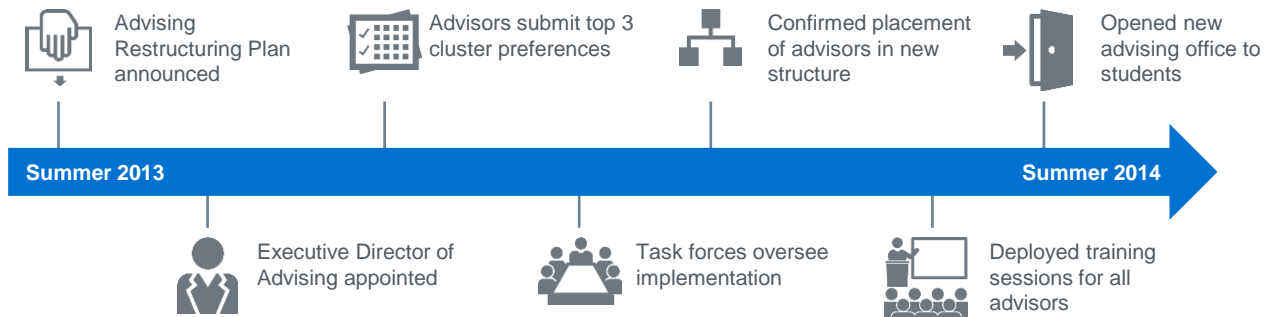
- Students assigned to an advisor based on first major declared
- Advisor cross-trained in 10-14 programs of study based on student major switching patterns
- Goal is that >80% of students can maintain relationship with 1 advisor despite switching majors
- Advisors organized in clusters reporting to a central director who reports to the provost
- Special cluster for undeclared students to assist with exploration and placement

# Migrating from Departments to Clusters



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## UTSA Implementation Timeline



### Implementation Advice



Invite advising staff to participate on taskforces to provide input on future state operations and garner buy-in



Allow advisors to state cluster preferences, but communicate placement will ultimately be dictated by student enrollments



Confer management responsibilities to advising supervisor with central oversight



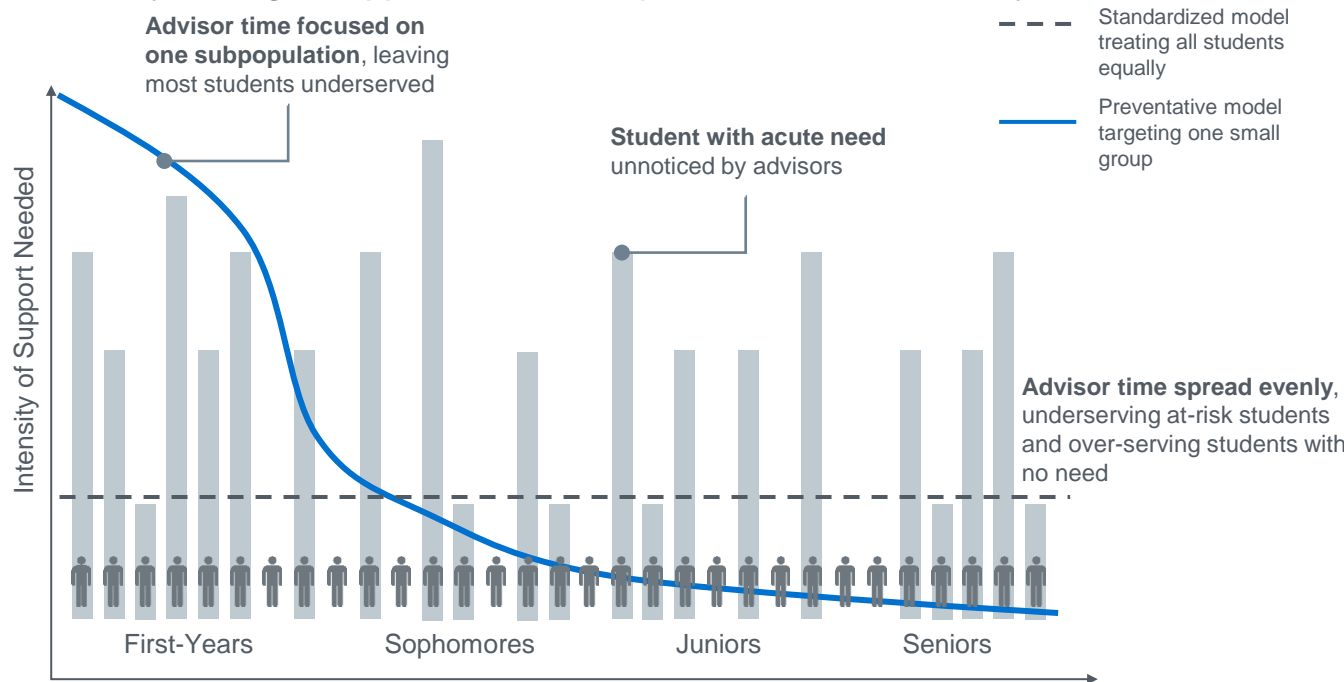
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# Never Enough Staff, Time, Resources



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## Inability to Target Support Leads to Superficial Service for Everyone

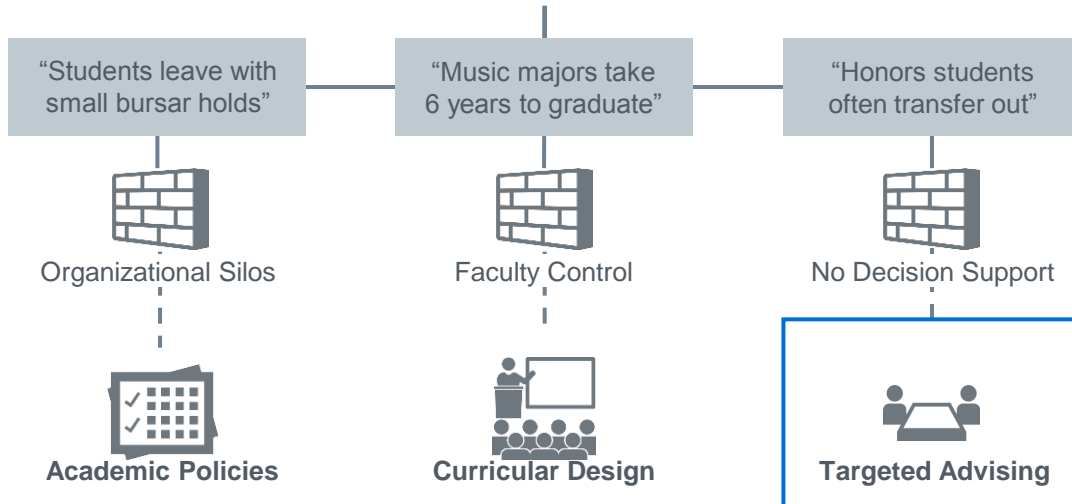


# Attrition Analyses Rarely Acted Upon

Most Institutions Fail to Integrate Data Insights into Advisor Workflows



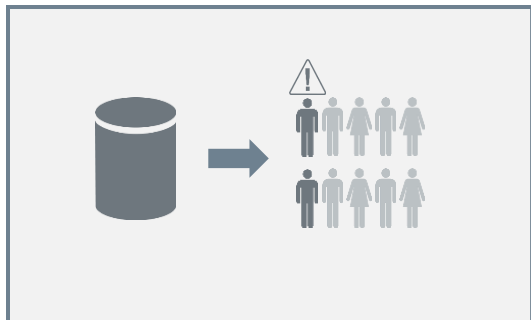
## Institutional Research



# A More Holistic Definition of Risk

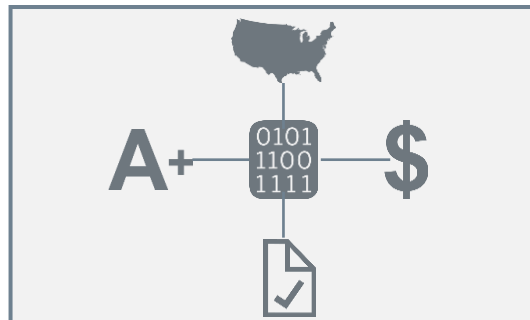
## The Old Thinking

*Use available admissions data to identify most academically underprepared students prior to matriculation*



## The New Thinking

*Develop holistic model to predict likelihood of withdrawal based upon historical analysis of academic and attrition risk*

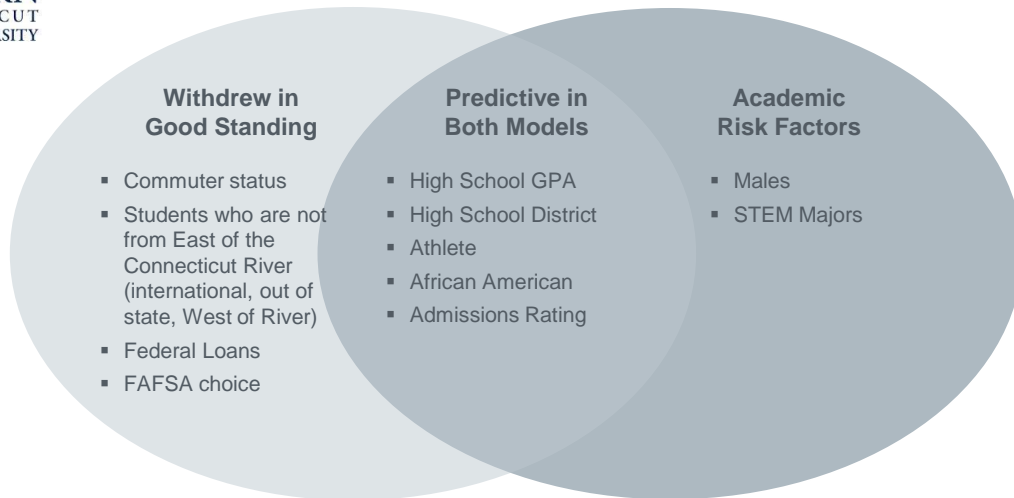


# Holistic Assessment of FY Attrition Risk

## Step 1: Identify Historical Patterns of Student Attrition



### Isolating Characteristics Associated with Higher Risk of Withdrawal



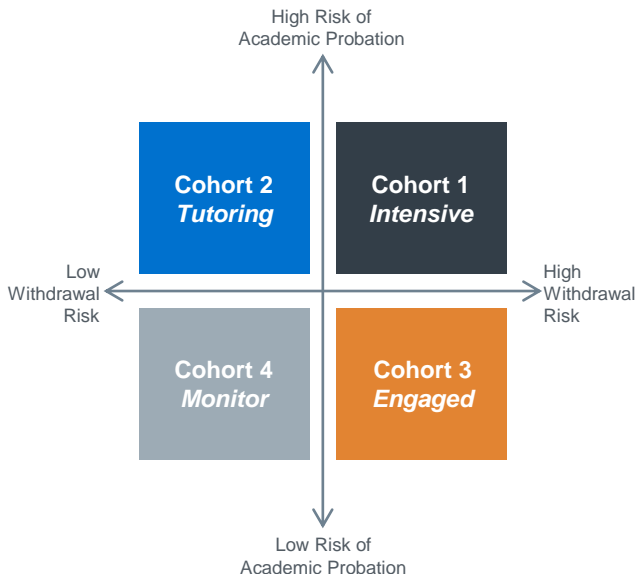
# Assessing Risk of Incoming Class



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## Step 2: Create an Initial Risk Profile Based on Pre-Enrollment Data

### Targeted Advising Cohort Structure



### Active Ingredients

- Students assigned to cohorts based on attrition risk and forecasted academic performance. Initial placement can be adjusted based on student behavior
- Interventions are targeted to students differently based upon their assignment. Professional advising staff prioritize interaction frequency based on a student's assigned risk cohort
- Caseload model facilitates tracking of student performance to advisors

# Student Risk Changes Over Time

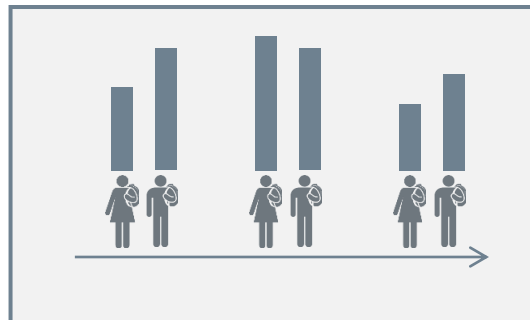
## The Old Thinking

*Assigned risk level remains static after initial assessment at matriculation*



## The New Thinking

*Student risk is dynamic and changes over time based upon behaviors*



# A Proxy for Grit



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## Step 3: Calibrate Risk Based on First Week “To Dos”

### Welcome to ABC University! Fall Freshmen To Do List

#### Week One

- ☐ Pay Registration Fees
- ☐ **Pick up ID Card**
- ☐ Purchase Books
- ☐ **Schedule Meeting with Academic Advisor**
- ☐ Verify Meal Plan
- ☐ **Attend Mandatory Library Orientation**
- ☐ Complete Online Alcohol Prevention Program
- ☐ Purchase Parking Permit

### Week One Leading Indicators

*To Do List Serves as Proxy for Grit, Readiness*

#### 1 Collection of ID Card

Failure to pick up ID card during the first week of class may signify a lack of connection to the institution, inattention to detail, or disengagement.

#### 2 Scheduled Meeting with Academic Advisor

Proactive scheduling of an advising appointment is indicative of a student's commitment to their academic success and planning.

#### 3 Attendance at Library Orientation

Failure to attend a mandatory on-campus event is an early sign that a student may not be taking his or her academic commitments seriously. Schedule these sessions through Banner to allow to simplify tracking and quickly identify “no shows”.



## Other Commonly Used Proxies for Grit

### *Institutional Commitment*

Pre-enrollment campus visit

Visiting the campus website

Payment of housing deposit

### *Campus Engagement*

Club and activity attendance

Athletic event attendance

On campus leadership role

### *Health and Well-Being*

Dining hall card swipes

Visits to campus gym

Participation in intramurals

# Continuous Monitoring of Student Behavior



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## Harnessing the Power of Technology to Intervene Just in time



### LMS, Digital Courses

Student log-ins, completion of online assignments, discussion board posts, lecture capture interactions, downloading online course materials



### Swipe Card Data

Tracking check-ins at advising, tutoring and writing centers, career services, financial aid, lectures, symposia, dining hall, parking garages, gym



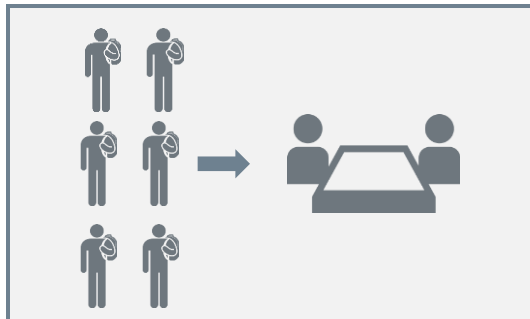
### Mobile Micro-Surveys

Apps and student portal micro-surveys prompt behaviors such as purchasing textbooks, registering for classes, or assessing stress

# Right Student, Right Intervention, Right Time

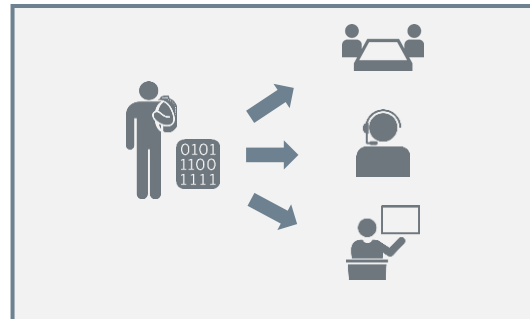
## The Old Thinking

*“One size fits all” approach to advising first year students*



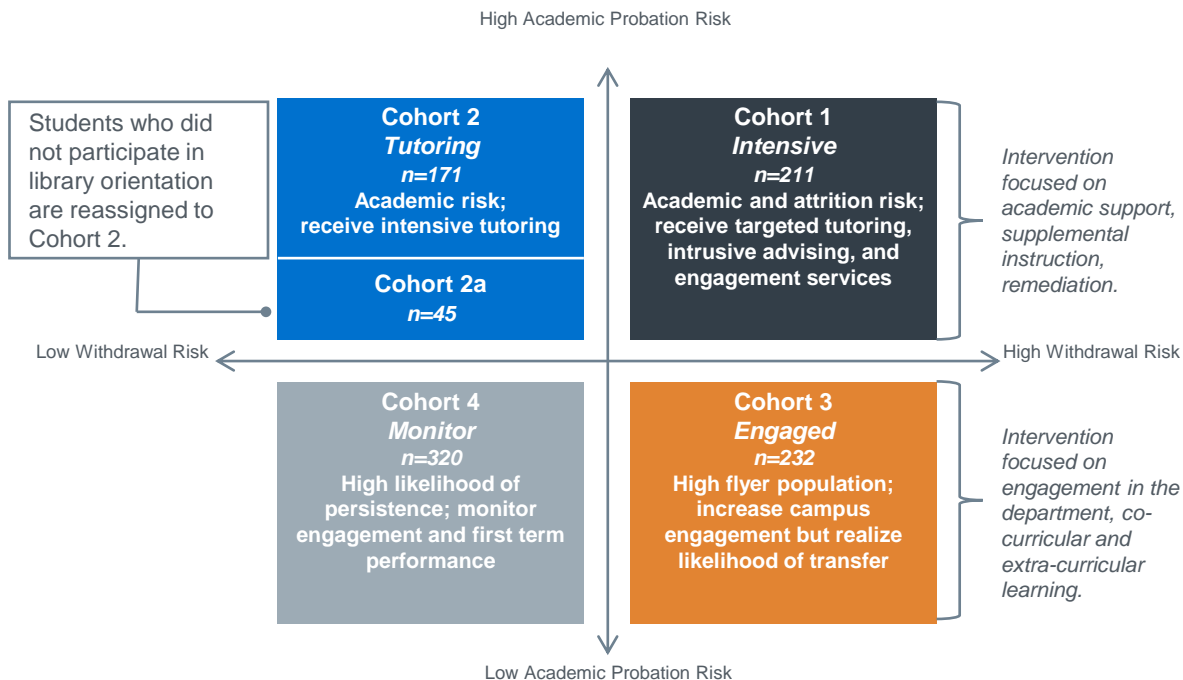
## The New Thinking

*Predicted risk dictates individual student intervention frequency and type*



# Scaling Personalized Intervention

## Step 4: Provide FY Advisors Intervention Strategy For Each Cohort



### Retention Increases Across Cohorts

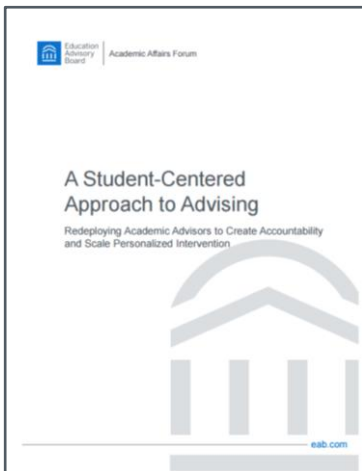
Cohort	% Change	2011 % Retained	2012 % Retained
<b>Cohort 1: Intensive</b>	<b>.5%</b>	<b>67.3%</b>	<b>67.8%</b>
<b>Cohort 2: Tutoring</b>	<b>2.6%</b>	<b>74.9%</b>	<b>77.5%</b>
<b>Cohort 3: Engaged</b>	<b>4%</b>	<b>71.9%</b>	<b>75.9%</b>
<b>Cohort 4: Monitor</b>	<b>1.3%</b>	<b>83.7%</b>	<b>85%</b>
<b>Total</b>	<b>1.6%</b>	<b>75.5%</b>	<b>77.1%</b>

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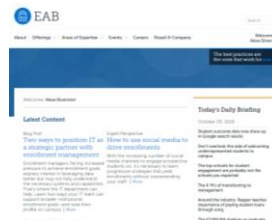
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