

Improving Freshman Retention With Intrusive Advising Interventions

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Abstract

This work in progress describes an effort to identify at-risk freshmen and provide enhanced advising support through intrusive academic advising interventions. This mixed method, action research study explores quantitative and qualitative assessment of identification of at-risk students and intrusive advising interventions. Our institution provides a breadth and depth of student support resources designed to improve freshman retention, yet retention rates of freshmen in engineering remained flat, year over year. New approaches for addressing retention are needed. Data was gathered on engineering students not retained to the university after one year from the fall 2014 first-time freshman cohort. Analysis of the data indicated certain enrollment behaviors were predictors of attrition. In addition, the university provides several early-warning indicators suggesting that students may be at risk or facing academic challenges.

The analysis uncovered the opportunity to refine intrusive advising principles. Research on the impact of advising reflects the correlation which exists between successful academic advising and an increase in student retention and graduation rates. Intrusive advising involves the mandatory requirement for a student to meet with the academic advisor. Through the requirement of the advising discussion, advisors can collaboratively develop strategies for engagement with resources that will promote academic success. Theories and research focusing on academic advising approaches and student engagement guide advising discussions. We hope to realize a significant improvement in freshman retention after one year as a result of intrusive academic advising interventions and we will measure the influence advising interactions had on at-risk freshman students.

Introduction

The purpose of this work in progress study is to explore the use of intrusive advising techniques with freshmen struggling academically in order to increase the first-time freshman one-year retention rate. This study employs mixed methods with an action research methodology. This study is in preliminary phases.

President Obama has challenged the United States to have the highest proportion of college graduates in the world by 2020¹⁷. Clearly, to achieve President Obama's objective related to college graduation, colleges and universities must increase their retention and graduation rates, which have served as well-established metrics of institutional performance. The first-time freshman one year retention rate for students admitted in fall 2012 was 60% nationally for 4-year public institutions⁷. 59% of students who began as a freshman at a 4-year public institution in 2007 completed their degree within 6 years of admission nationally⁷.

Recently, Arizona State University, a 4-year public institution, established two institution-wide goals relevant to President Obama's objectives: (a) improve one-year freshman retention rates

to 90% and (b) improve 6-year graduation rates to 75%-80% and 25,000 graduates¹. The six-year graduation rate for a fall 2007 admitted freshman in the Ira A. Fulton Schools of Engineering at Arizona State University was 62%, equal to the Arizona State University institution's average 6-year graduation rate of 62%, and the national average 6-year graduation rate of 59%¹. One-year freshman retention rates for the Fulton Schools of Engineering reflected rates higher than the national average. The first-year freshman retention rate for students admitted in 2012 within the engineering program was 88%¹. By comparison, 84% of all 2012 freshman were retained at Arizona State University after one year and nationally, retention of freshmen was 60% after one year¹

Table 1 reflects the one-year freshman retention rate in the Ira A. Fulton Schools of Engineering:

Table 1: One-Year Freshman Engineering Retention Rate by Term

Initial Admit Term	First Term (Spring)	Second Term (Fall)
Fall 2012	95.60%	88.10%
Fall 2013	94.00%	87.10%
Fall 2014	95.50%	86.80%
Fall 2015	95.50%	

As a result of this relatively static freshman retention rate, new approaches and initiatives were designed and introduced in an attempt to increase retention.

Purpose of the study

In order to achieve the freshman retention goal at Arizona State University, academic advising interventions are being evaluated, refined, and new approaches are being implemented. Research reveals a strong correlation between effective academic advising and increases in student retention and graduation rates^{13,14}. Nationwide, higher education institutions have invested in academic advising in efforts to guide students towards degree completion. Academic advisors are charged with providing academic guidance, connecting students to academic support resources, and identifying opportunities for student engagement activities outside of the classroom to promote employability⁹. Engagement with an advisor has been shown to be a factor that can contribute to students' persistence to graduation, as throughout their academic career, the advisor may be the only consistent individual with whom the student interacts for academic and career guidance⁹.

This work in progress is a mixed methods action research study. Mixed methods is being employed to consider both the quantitative measures of student retention as well as explore the effectiveness of intrusive advising interactions on student retention. Mixed methodology uses both quantitative and qualitative inquiry to explore a research problem¹⁰. Mixed methods has been described as "...inquiry that actively invites us to participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished"¹⁰. The value of mixed method research in this study is that it allows for a deeper understanding of an advising intervention with

at-risk students. In addition to utilizing mixed methods in the analysis of research questions, this is also an action research study. An action research study uses iterative phases of research, each phase influencing the next phase of the research study¹⁰. Each phase includes some form of research question, data collection, data analysis, reflection, and consideration for the next phase¹⁰.

Research Questions

The following questions guide this in progress research study:

1. To what extent is at-risk student behavior an indicator of non-persistence?
2. To what extent do intrusive advising interventions improve retention amongst at-risk freshman students?
3. To what extent do advisors have knowledge of developmental advising?
4. To what extent do advisors have knowledge of prescriptive advising?
5. How are intrusive advising conversations developmental or prescriptive in nature?
6. Does training on developmental advising increase an advisor's self-efficacy in supporting at-risk students?

Academic Advising Approach

Academic advising has been represented as a relationship between student and advisor with the intent of guiding the student through college to degree completion. Academic advising has served as one of the central support resources to teach students about engagement and educational opportunities which have supported the completion of academic goals¹⁴. Academic advising has been used as a purposeful intervention to guide students through to their full potential¹². Professional development training is a successful intervention to enhance advisor's guidance of and interaction with students.

According to the literature, academic advising discussions typically occur in an approach considered either *developmental*, *prescriptive*, or *intrusive*^{4,8,11}. In developmental advising conversations, the advisor and student discuss the student's goals, challenges, and life advancements⁸. Students engage with advisors in a process which fosters students' growth and development. In the developmental advising approach, the advisor essentially works to challenge and guide students through the learning process⁸. As such, the advisor is considered to be a teacher regarding university policies, procedures, degree requirements, and engagement opportunities. The goals of developmental advising discussions include "openness, acceptance, trust, sharing of data, and collaborative problem solving, decision making, and evaluation"⁴.

Prescriptive advising is the second approach that is used widely in academic advising conversations^{4,11}. Prescriptive advising discussions are viewed as efficient and factual interchanges between the advisor and student¹¹. In this approach, the advisor informs the student of the specific curriculum requirements and necessary next steps and expects the student to follow the guidance provided as an authority figure⁴. In these discussions, the student relies heavily on guidance and instruction from the advisor⁴.

Intrusive advising is the third form of advising that has been employed widely in academic advising conversations. Intrusive advising is a form of required or advisor-initiated academic advising¹¹. In this approach, the academic advisor initiates a discussion or meeting with the student. In some cases, the advisor requires the student to meet with him or her by placing an advising hold on the student's account. An advising hold essentially places an electronic block on a student's ability to add or drop courses. Only an advisor within that student's department can remove the advising hold. An advisor may also email or call the student encouraging the student to take action or remind the student of available resources. The key component in this form of advising is the requirement of an interaction between the advisor and student which may include developmental or prescriptive advising techniques.

A study conducted at Indiana University Purdue University Indianapolis (IUPUI) assessed the effectiveness of prescriptive or intrusive advising approaches with a commuter population of students¹¹. In the study, 511 psychology students admitted over three years were purposefully assigned to a groups that received either intrusive or prescriptive advising. Ten faculty member advisors in psychology participated in the study and faculty members self-selected their preferred advising method, either prescriptive or intrusive. Five faculty members selected prescriptive advising and five selected intrusive advising. Faculty members met twice per semester to discuss the study and reinforce the structure of each method. During the study, the faculty advisors had different requirements for engaging with students. Intrusive advisors reached out within the first two weeks of the semester and kept copious notes of all student meetings. By comparison, prescriptive advisors were available to students who made appointments and did not take notes. In the final year of the study, a survey was administered to assess satisfaction with advising. A total of 126 students completed the final survey. Survey data were matched to data for GPA and credits completed. Results indicated students' preferences for intrusive advising were associated a greater connectedness to the institution.

Relevant Theories and Studies

Further insights into effective academic advising approaches are uncovered by student involvement theory researchers. A study of the literature uncovered three effective theories warranting further review: 1) Theory of Student Involvement, 2) Mindset, and 3) Self-Efficacy.

Alexander Astin, developed the Theory of Student Involvement (TSI) model². With respect to academic advising effectiveness, Astin suggests "...that a particular curriculum, to achieve the effects intended, must elicit sufficient student effort and investment of energy to bring about the desired learning and development"². From TSI emerged the I-E-O Model, which describes the influence of *inputs* and *environment* on *outputs*¹⁵. The inputs include a student's high school GPA, SAT or ACT score, and his/her demographics. These inputs are useful in making admissions decisions. The environment describes the institutional policies, engagement opportunities, and student body. A student's involvement in purposeful and appropriate activities in his/her environment is a key factor in degree completion¹⁴. The outputs are the institutional measures of retention and graduation rates. An academic advisor can serve as the communication channel for identifying appropriate and purposeful activities in which a student may engage.

Strayhorn applied the I-E-O model as a framework for assessing student engagement with advising activities¹⁵. Strayhorn conducted quantitative analysis of data included in the College Student Experiences Questionnaire (CSEQ) to identify potential activities (inputs) that yielded a measurable increase in student learning outcomes. Of the respondents to the CSEQ, 8,000 were randomly selected for analysis. Factor analysis was conducted on the CSEQ to consider input and output measures. Existing programs were analyzed. Strayhorn concluded student learning was the result of inputs and environment, as outlined by Astin's model. Findings indicated a positive correlation with interventions that enhanced student learning outcomes and institutions should consider programs which brought students together and supported learning such as peer study groups, peer mentors, and social outreach. Academic advisors guide students to become involved with those specific activities which increase engagement in the academic environment.

Mindset is a concept explored by Carol Dweck, a professor of psychology⁵. Dweck has identified two types of mindsets: a fixed mindset and a growth mindset. A fixed mindset is represented by a feeling that intelligence is static. A student with a fixed mindset may find themselves doing only what they can already do well and may choose not to engage in challenging opportunities for learning and growth. A growth mindset is represented by a student interested in learning and improving. A student's resilience towards adversity or challenges is significantly influenced by his/her mindset.

Dweck's research in educational settings demonstrates teachers successfully influence students to transition to a growth mindset⁶. In this setting, advisors apply influential tactics in advising appointments such as setting goals, emphasizing the successful completion of a challenging task, monitoring progress, and measuring growth. Yeager and Dweck compiled research conducted on resilience, mindset, and people's understanding of malleability of intelligence¹⁶. Yeager and Dweck conclusions included the role parents and educators can take towards positively influencing a student's resilience. Parents and educators should reinforce the malleability of mindset through the guidance provided in discussions.

The third theory guiding the research project is *Self-Efficacy*. Coined by Albert Bandura, *Self-Efficacy* is a term which has been defined as a person's belief that he/she can act purposefully toward achievement of the goal³. Through achievement of goals, people served as agents of their own future. Professional development is an effective approach for enhancing a professional's self-efficacy¹². A study was developed to enhance educators' knowledge, skills and self-efficacy in teaching courses online. In the study, the researchers offered professional development for online instructors. The study examined educators' perceived self-efficacy after participating in professional development activities. The researchers administered a survey instrument which allowed for self-reflection and self-assessment with respect to efficacy for online instruction. The results indicated an increase in knowledge of online teaching concepts and the self-efficacy of the instructors. This outcome reflects the influence of professional development interventions in positively influencing self-efficacy.

Method

This research study contains three phases. Each phase is building upon the data collected and analyzed in the previous phase.

Phase 1: Fall 2015

The first phase of this initiative included an analysis of existing one-year retention data for fall 2014 freshman. All freshmen in the fall 2014 cohort were reviewed for behaviors or indicators which might signal attrition. The following indicators were identified:

- (1) Academic status reports (ASR): The university ASR system provides students early, personalized feedback from their course instructors regarding their course progress and can provide the impetus for students to take the appropriate action that will improve their performance in the course. For example, if a student is not attending class, an instructor could issue an ASR directing the student to visit the instructor during office hours. Other triggers include poor performance on homework, quizzes, exams, etc. It is especially important that reports be submitted by the instructors because advising tools allow advisors to see how many ASRs a student has received across the entire class schedule, a key indicator of a student struggling academically. The ASR process assists colleges and schools with improving retention rates for undergraduate students by allowing advisors to intervene as early as possible to correct issues a student may have. A limitation of the ASR system is that faculty participation is voluntary and, as such, may not be implemented consistently in all courses offered. Analysis of the ASR data revealed the following:

Fall 2014 first-time freshman (n=2470):

- 73 unique courses posted in Fall 2014. The courses with the highest frequency of ASRs were Math (n=723), Chemistry (n=514), and Engineering (n=499).
- 29% of the entering class (n=720) received at least 1 ASR
- 8% of the entering class (n=194) received at least 2 ASRs. The retention of students with at least 2 ASRs in was 70%.

Fall 2015 first-time freshman (n=2711):

- 75 unique courses posted in Fall 2015. The courses with the highest frequency of ASRs were Math (n=723), Chemistry (n=514), and Engineering (n=499)
- 33% of the entering class (n=901) received at least 1 ASR.
- 11% of the entering class (n=288) received at least 2 ASRs.

- (2) Withdrawal from or failure within a course: Analysis of students who withdrew or earned a grade of D or E (DEW rates) in a course indicated that students with more than 2 DEWs were more likely to not return after the first year. Freshman

in 2014 with 2 DEWs at the end of the first year were retained at 80% as compared with those with 3 DEWs who were retained at 56%.

- (3) Academic standing: A student is on probation after two successive semesters with GPAs less than 2.00 or a cumulative GPA less than 2.00. Fall 2014 freshman on probation at the end of their first semester were retained at 70%.

As a result of the analysis, advising interventions for fall 2015 freshman were implemented in October 2015 for all freshmen receiving ASRs, who received an email from the university and a follow up email from the engineering dean's office instructing the student to review the ASR (see Appendix A). A third outreach was initiated from the student's academic advisor. The academic advisors sent an email to the freshmen who received 2 or more ASRs. This email was unique in that it reiterated support resources outlined by the dean's office and it also reinforced the fact that the academic advisor is a valuable resource to help guide the student further. This is an example of an intrusive, but prescriptive advising approach.

At the end of the fall term, advisors implemented an additional intrusive advising intervention. At the conclusion of the fall term, all freshman on probation were required to complete a Probation Success Plan (see Appendix B) and meet with an academic advisor to discuss the plan. An advising hold was placed on the student's record. The hold limits the student from processing any academic transactions until the hold is removed. The advisor removed the hold after the student completed the Probation Success Plan and the meeting.

Phase 2: Spring 2016 (current phase)

Identification of at-risk students. Based upon the data gathered in phase 1, an at-risk student is defined as a student with a GPA of 2.25 or less from the fall 2015 term. Beginning in spring 2016, these students were closely monitored for certain indicators. Those indicators include receipt of an ASR and/or withdrawal from a course. The students will be identified on reports that are generated daily. Advising administration will identify the student indicator and place an advising hold on the student. The advisor will notify the student of the hold and any necessary actions via email. The student can also view the hold in the online student information system. Both the hold and the email represent forms of intrusive advising, which are new advising interventions.

Advisor professional development. Intrusive advising efforts are currently applied. However, another aspect of this study is to refine the types of discussions happening between the advisor and student. Therefore, a professional development program is being introduced. Four academic advisors have been purposively selected to participate in a series of professional development workshops. The professional development program will consist of a series of three workshops. Each workshop will focus on one topic, its relevance to advising and discussion on incorporating the theory into advising discussions. Participants will be required to attend all three in-person workshops. The advisors will read informational articles in advance. In the workshop, the group will discuss the merits of each approach and participate in role playing activities. Their first workshop will be on the TSI. The second will discuss developmental, prescriptive, and intrusive advising approaches. The third workshop will be on growth mindset. The participants will be

expected to identify and employ the content learned in the workshops in intrusive advising discussions with at-risk students.

Phase 3: Summer 2016 and beyond

The next phase of this work-in-progress study will include a quantitative analysis of archival academic data at the conclusion of the academic term. The review of archival data will result in an identification of academic behaviors occurring most frequently amongst non-persisting students. Finally, this phase will include recommendations for actions to be implemented in the next academic year.

Instruments and data sources

In this study, mixed methods are utilized for data collection and analysis¹⁰. Student data is readily available through password protected institutional analysis web sites. The Arizona State University Institutional Review Board approval has been obtained to gather data from informed individuals in academic advising. This study will inquire about advisors’ professional experience and their understanding of factors influencing their success in their roles. Analysis from the three research phases is oriented towards (1) refining the identification of the highest frequency academic behaviors of non-persisting students and (2) enhancing the intrusive advising interventions and discussions for freshman admitted in fall 2016.

Table 2. Instruments and Data Sources

Type of Data	Instrument	Data Source	Detail
Qualitative	Reflection Journal	Select Advisors	Prompted Journal Responses
	Survey Responses	All Advisors	10 Open-ended Survey Questions
Quantitative	Archival	Academic Data	Demographic
	Survey Questions	All Advisors	32 Likert-scale Questions
	Survey Questions	Select Advisors	17 Likert-scale Questions

Phase 1: Archival academic was reviewed for data for fall 2014 freshman. Quantitative analysis, using Excel, identified academic indicators which occurring most frequently amongst students who left the university after their freshman year.

Phase 2: This phase includes both quantitative and qualitative data analysis.

- A survey will be administered to all advisors (n=41). Survey participation is voluntary. The survey includes both quantitative and qualitative measures (see Appendix C).
 - The quantitative data is in the form of Likert-scale questions assessing the advisor’s knowledge of advising approaches and his/her self-efficacy in working with at-risk students. SPSS will be utilized to analyze the data.

- The quantitative data is in the form of open-ended questions. Analysis of the open-ended questions will be conducted using Hyper Research. Hyper Research is a coding analysis tool. An emergent coding system of in-vivo codes will be applied.
- A second qualitative method will be a reflection journal completed by the four participants (see Appendix D). In-vivo, emergent coding will be conducted using Hyper Research.
- A second quantitative method will be a post-workshop survey completed by the four participants (see Appendix E). The four participating advisors have created a unique identifier code, which will be used to compare results from the pre and post surveys.

Phase 3: After the completion of spring 2016 term, archival data for the fall 2015 entering freshman will be analyzed. Analysis, using Excel, will be conducted to identify academic indicators which occurred most frequently amongst students who left the university.

Conclusions

This work-in-progress study demonstrates a mixed methods action research approach to identifying at-risk students and professional development training to enhance the advising support of at-risk students. Our initial analysis uncovered the need to refine identification of at-risk students and refine intrusive advising techniques used with those students. The research in this area suggests a correlation between successful academic advising and an increase in student retention and graduation rates. Higher education institutions invest in academic advising in an effort to guide students towards degree completion. Subsequent research phases will study the impact of the application of theory in intrusive advising discussions with at-risk students.

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Appendix A - Academic Status Report Email Messaging

Email #1: from Arizona State University to students with Academic Status Report (ASR)

From: AcademicStatusReportSystem@asu.edu

Subject: Academic Status Report

Dear Student,

One or more of your fall ____ instructors submitted an Academic Status Report to inform you that your class performance to this point is not on track for successful completion.

Sign in at [website](#) to view your Academic Status Report(s). Each class that has a status report will have an orange Academic Status Report icon next to it. Click this icon to view the status report details. Your instructor has noted your current performance level and may have included a reason and recommended actions to help you succeed in this course. Please visit the Academic Status Report Resources Web page at <http://students.asu.edu/asrr> for information on tutoring, health and wellness resources, and other student support services available to you.

Note: The absence of an academic status report for a course does not indicate satisfactory performance in that course. While we recommend that faculty report on your academic progress, this reporting tool is optional for faculty members to use. If you have questions about your progress in classes without a status report, we encourage you to speak with each of your instructors directly.

Academic Status Report System
AcademicStatusReportSystem@asu.edu

Email #2: Engineering schools email to students who received an ASR

From: academicservices@asu.edu

Subject: Academic Status Report

Dear «First» «Last»,

Academic Status Reports (ASRs) are a tool through which your instructors can provide early, personalized feedback regarding your progress in a class. The system allows faculty to identify under-performing students and communicate specific reasons and suggest corrective actions. Your instructor(s) for the following course(s) submitted an ASR that indicates your performance in the class to this point is not on track for successful completion. Please note the reason for this report and your required action.

Academic Status Report #1
COURSE: «Subject1» «Number1»
GRADE: «Grade1»
REASON: «Reason1»
ACTION: «Action1»

It is important that you do everything possible to improve your class standing—take corrective action now to improve your performance while there is still time in the semester. In addition to speaking with your instructor, your [academic advisor](#) can discuss your situation, provide more detailed advice, review options for withdrawing from the course, and refer you to resources to improve your situation. The [ASR Resources webpage](#) answers common FAQs and lists a variety of resources that will help you reach your goals. Highlights include:

Tutoring and Academic Support

Tutoring: <https://studentsuccess.asu.edu/tutoring> and <http://tutoring.engineering.asu.edu>

Writing Center: <https://studentsuccess.asu.edu/writingcenters>

Study Groups: <https://studentsuccess.asu.edu/studygroups>

Student Support

Disability Resources Center: <https://eoss.asu.edu/drc>

International Student Office: <https://international.asu.edu/>

Veterans Services: <https://veterans.asu.edu/>

Career Services: <http://engineering.asu.edu/career/> and <https://eoss.asu.edu/cs>

Health, Wellness, and Counseling Services: <https://eoss.asu.edu/health-wellness>

Finances

Financial Aid: <https://students.asu.edu/financialaid>

Scholarships: <http://engineering.asu.edu/scholarships/> and <https://scholarships.asu.edu/>

We care about your success! Please contact the Office of Academic and Student Affairs at 480.965.1726 if there is anything that [we](#) can do to help you get back on course this semester!

Advisors email to freshman students who received 2 or more ASRs

From: <Advisor>

Subject: Academic Status Report

Hello:

I see that you received an Academic Status Report in at least two classes this semester. Academic Status Reports (ASRs) are a tool through which your instructors can provide early, personalized feedback regarding your progress in a class. The system allows

faculty to identify under-performing students and communicate specific reasons and suggest corrective actions.

As your advisor, I am here to support you in achieving your career and education goals. Together we can discuss those goals, review options for withdrawing from the course, and clarify resources to help improve your academic situation. If you would like to make an appointment to meet with me, you can do so online at <https://fultonapps.asu.edu/advising/>

It is important that you do everything possible to improve your class standing—take corrective action now to improve your performance while there is still time in the semester. The [ASR resources webpage](#) answers common FAQs and lists a variety of resources that will help you reach your goals.

Appendix B - Probation Success Plan

Probation Success Plan

Student Name

ID (10 digit)

Major/Program

Anticipated graduation date

The road to academic success will require you to take full responsibility for your learning motivation and all the commitments that you make as a student. Change begins now.

What is your academic goal?

A. Factors that are affecting my academic performance (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Do not attend class. | <input type="checkbox"/> Do not complete coursework/assignments. |
| <input type="checkbox"/> Poor health. | <input type="checkbox"/> Financial problems. |
| <input type="checkbox"/> Too many commitments. | <input type="checkbox"/> Family pressures. |
| <input type="checkbox"/> Lack of confidence in my abilities. | <input type="checkbox"/> Easily distracted by friends or social activities. |
| <input type="checkbox"/> Do not understand course content. | <input type="checkbox"/> Loneliness. |
| <input type="checkbox"/> Feel overwhelmed. | <input type="checkbox"/> Change in relationship with someone special to me. |
| <input type="checkbox"/> Do not like school/university. | <input type="checkbox"/> Issues with living situation or roommate. |
| <input type="checkbox"/> Lack of focus on career goals. | <input type="checkbox"/> Lack of support from family/friends. |
| <input type="checkbox"/> Lack of interest in course material. | <input type="checkbox"/> Difficulty managing stress. |
| <input type="checkbox"/> Other: _____ | |

B. Student support services that I have used:

- | | |
|--|---|
| <input type="checkbox"/> Academic advising. | <input type="checkbox"/> Study groups. |
| <input type="checkbox"/> Engineering Tutoring Center. | <input type="checkbox"/> Learning Support Services (LSS/LRC). |
| <input type="checkbox"/> Academic success workshops. | <input type="checkbox"/> Teaching Assistant (TA). |
| <input type="checkbox"/> My professors whenever I need personalized assistance or a progress report. | |
| <input type="checkbox"/> Other: _____ | |

C. Strategies I currently use to bring out my best performance:

- | | |
|--|--|
| <input type="checkbox"/> Seek tutoring. | <input type="checkbox"/> Balance my course load with other commitments. |
| <input type="checkbox"/> Participate in a study group. | <input type="checkbox"/> Limit the number of hours that I work at a job. |
| <input type="checkbox"/> Attend all classes. | <input type="checkbox"/> Schedule adequate amount of study time for courses. |
| <input type="checkbox"/> Other: _____ | |

D. Actions/strategies I will take to achieve success:

- | | |
|---|---|
| <input type="checkbox"/> Attend all classes. | <input type="checkbox"/> Take notes that will enhance my studying. |
| <input type="checkbox"/> Go to class prepared. | <input type="checkbox"/> Ask questions in class to clarify my understanding. |
| <input type="checkbox"/> Actively engage in class. | <input type="checkbox"/> Discover what is important in my classes. |
| <input type="checkbox"/> Sit toward the front of the classroom. | <input type="checkbox"/> Stay on campus to study between classes. |
| <input type="checkbox"/> Prepare in advance for exams & projects. | <input type="checkbox"/> Complete all assignments in a thorough, timely manner. |
| <input type="checkbox"/> Set priorities. | <input type="checkbox"/> Balance my course load with other commitments. |

Continue on reverse

(Continued – Actions/Strategies I will take to achieve success)

- Think about success instead of failure while I learn or prepare for test taking.
- Associate with students focused on academic success.
- Learn, understand and practice course material rather than memorizing.
- Use a planner/calendar to help me organize my time and activities.
- Seek tutoring and participate in study groups to support my academic success.
- Other: _____

E. Success Plan/Action Plan: List 3 specific steps to focus on to affect change and **put this plan into action immediately** (or if semester not in session, when the semester begins):

- 1)
- 2)
- 3)

F. Additional assistance/follow-up:

I would like the following assistance to help me obtain academic Good Standing (check one or more):

- Periodic visits with my academic advisor. Periodic phone calls or emails from academic advisor.
- Learn time management strategies. Learn test taking strategies.
- Explore other majors. Learn note taking strategies.
- Discover my learning style. Learn about financial management.
- Learn about setting personal and academic goals.
- Other: _____

For every 1 hour spent in class, 2-3 hours is required outside of class for studying and coursework.

Agreement

I have completed my self assessment and understand that to return to academic good standing in the Ira A. Fulton Schools of Engineering I must satisfy the following requirements: **Achieve a minimum semester GPA of 2.25 and earn a minimum cumulative 2.00 ASU GPA.** I agree to implement the above actions and strategies so that I can achieve academic success. I understand that I am ultimately responsible for my education and have resources available to me when I need assistance.

Student Signature

Date

Academic Advisor Signature

Date

- Cleared Advising
- Registration Hold
- Limited to 13 credits

Advisor Notes:

Appendix C - Survey Questions

1. In what subject is your undergraduate degree? _____
2. In what subject is your graduate degree? If you do not have one, write “none”: _____
3. Select the range which best describes your years of experience as an advisor (overall):
 - Less than 1 year
 - 1 to 4 years
 - 5 to 9 years
 - 10 to 14 years
 - 15 to 19 years
 - 20 years of more
4. Select the range which best describes your years of experience within the Fulton Schools of Engineering (overall):
 - Less than 1 year
 - 1 to 4 years
 - 5 to 9 years
 - 10 to 14 years
 - 15 to 19 years
 - 20 years of more
5. Create a unique identifying code using the first 3 letters of your mother’s first names and the last 3 numbers of your Arizona State University ID number. This information will be only used for data analysis.

This section will explore your understanding of developmental advising

6. Using your own words, please define developmental advising: _____
7. Do you use developmental advising in your advising conversations?
 - Yes
 - No
 - I don’t know
8. Please select an option indicating your level of agreement with the following statements regarding DEVELOPMENTAL advising:

	Disagree	Slightly Disagree	Slightly Agree	Agree
I understand developmental advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use developmental advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my appointments do not include developmental advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental advising approaches are valuable in an appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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This section will explore your understanding of prescriptive advising

9. Using your own words, please define prescriptive advising: _____

10. Do you use prescriptive advising in your advising conversations?

- Yes
- No
- I don't know

11. Please select an option indicating your level of agreement with the following statements regarding prescriptive advising:

	Disagree	Slightly Disagree	Slightly Agree	Agree
I understand prescriptive advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use prescriptive advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my appointments do not include prescriptive advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescriptive advising approaches are valuable in an appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This section will explore your understanding of intrusive advising

12. Using your own words, please define intrusive advising: _____

13. How is intrusive advising employed at Arizona State University: _____

14. How is intrusive advising employed within the Fulton Schools of Engineering: _____

15. Please select an option indicating your level of agreement with the following statements regarding intrusive advising:

	Disagree	Slightly Disagree	Slightly Agree	Agree
I understand intrusive advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use intrusive advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my appointments do not include intrusive advising approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrusive advising approaches are valuable in an appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions focus on your confidence when working with in-person students struggling academically. This includes students who are receiving poor grades and/or may need to change majors.

Rate your degree of confidence by recording a number from 0 (I cannot do it all) to 100 (I am highly certain I can do) using the scale given below:

	0	25	50	75	100
Influence the decisions that are made by struggling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get through to the most resistant students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get struggling students to engage when there is lack of support from their home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase struggling students' level of involvement in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate struggling students to overcome barriers to academic success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage struggling students to join a professional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage struggling students to join an extracurricular club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build understanding with a struggling student why he/she should get involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage struggling students to visit seek advice from me early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make my advising appointments with struggling students productive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure my advising appointments with struggling students are helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide information on the best resources for struggling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get struggling students to trust my guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get struggling students to believe they can do well in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase a struggling student's collaboration with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help fellow advisors with their advising discussions with struggling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help struggling students overcome their own discouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D - Advisor Reflection Journal Prompts

- 1) Briefly describe the student's academic situation
- 2) What was the student's goals in meeting with you? Were the goals clearly articulated?
- 3) During the discussion did you employ more developmental or prescriptive advising techniques?
- 4) In which type of activities is the student engaged?
- 5) On a scale of 1 to 10, with 10 being the most engaged possible, where would you rank this student?
- 6) What barriers to engagement is the student experiencing?
- 7) What support for engagement is the student experiencing?
- 8) Did the student demonstrate a fixed or a growth mindset?
- 9) How did you identify the student's mindset?
- 10) What recommendations did you propose for the student?
- 11) How did the workshop content influence your advising discussion, if at all?