

Early Alert and a Collaborative Approach: Best Practices for Advising First Year Students

Presented By

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Overview

- Key Issues in Advising
- NC Early Alert Strategy
 - Beacon
 - Student Strengths Inventory
 - Intervention Strategies
 - Partnerships
- Patterns and Trends
- Take Aways

Audience Poll

Who Participates in your Early Alert Program?

Response options:



Respond at **PollEv.com/andreatran732**



Text **ANDREATRAN732** to **37607** once to join, then text your message

Key Issues

Student satisfaction with Academic Advisement services had decreased by 5% over the last 5 years*.

Niagara College's retention and graduation rates had remained fairly constant over the last 3 years* (2012-2015), despite the development of an Academic Advisement Team.

Advisors spent significant time conducting data mining activities, in an attempt to determine which students to focus on.

Advisors spent a significant amount of time with transactional activities, preventing them from focusing on a formalized advising strategy.

**Source: NC's Annual Report - Key performance indicators (KPIs) and College performance indicators (CPIs), Project Charter Document*

Niagara College Early Alert Strategy

- Beacon as a Case Management Tool
- Student Strengths Inventory as an Early Alert Tool
- Intervention Strategies
- Campus Partnerships- A Collaborative Framework

Beacon

A Case Management Tool

Beacon

Mike ▾

Administrations

Students

Reports ▾

Settings ▾

8 ▾

Find a Student...

Student Report

Last Visit: 9/26/2016 at 7:36 PM

✉

Academic Profile

Major

Literacy and Basic Skills

Enrollment Status

Full Time

Network

▣ ▢

+ Add Member

You are not connected to this student.

Stream

Create Notification

0
Open Alerts

0
Lowered Alerts

Update

by Krista Bouw - 6/30/2016 at 8:26 AM

Met to answer her questions about coming in to the Police Foundations program. We discussed fitness



Notation Reporting

Categories
10 Most Active

Filters

Network Members
10 Most Active

Filters

All

Alerts

Updates

Week

Two Weeks

Month

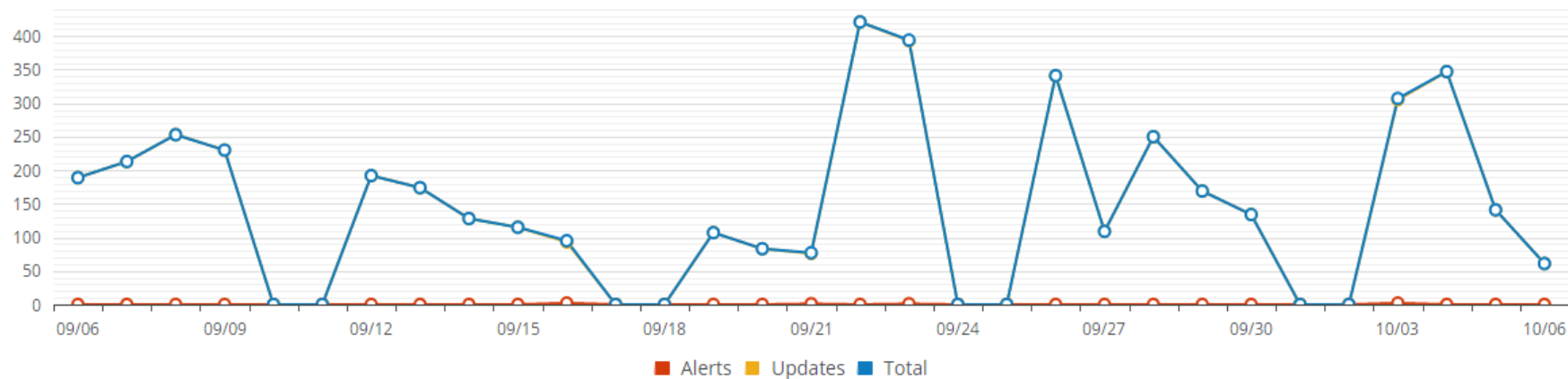
Custom

Frequency

Total **4530**

Alerts **6**

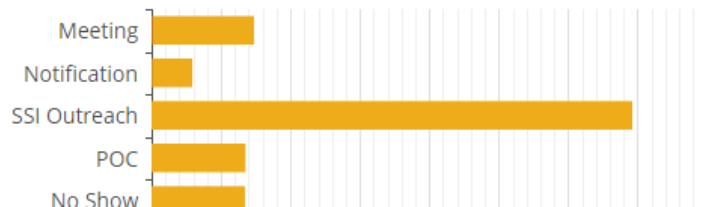
Updates **4524**



Categories

Most Active Categories

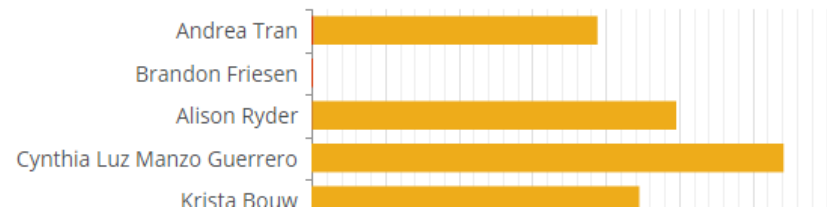
Data for ALL Categories



Success Network Members

Most Active Network Members

Data for ALL Members



Student Strengths Inventory (SSI)

- A questionnaire that includes a range of questions on personality and motivational habits and attitudes that facilitate functioning well in school
- All incoming First Year students were ask to complete the SSI
- SSI was facilitated using a mixed model:
 - In-Class (computer labs, with I-pads or mobile devices)
 - Email or Blackboard Post
 - Postcard instructions (in-class discussion)
- 74% completion rate overall for Fall 2016

Student Strengths Inventory (SSI)

The SSI seeks to measure the following factors:

Academic Engagement

Commitment to academics

Academic Self-Efficacy

Confidence to achieve academically

Campus Engagement

Connection to school and campus activities

Educational Commitment

Dedication to obtaining a college degree

Resiliency

Approach to challenging situations

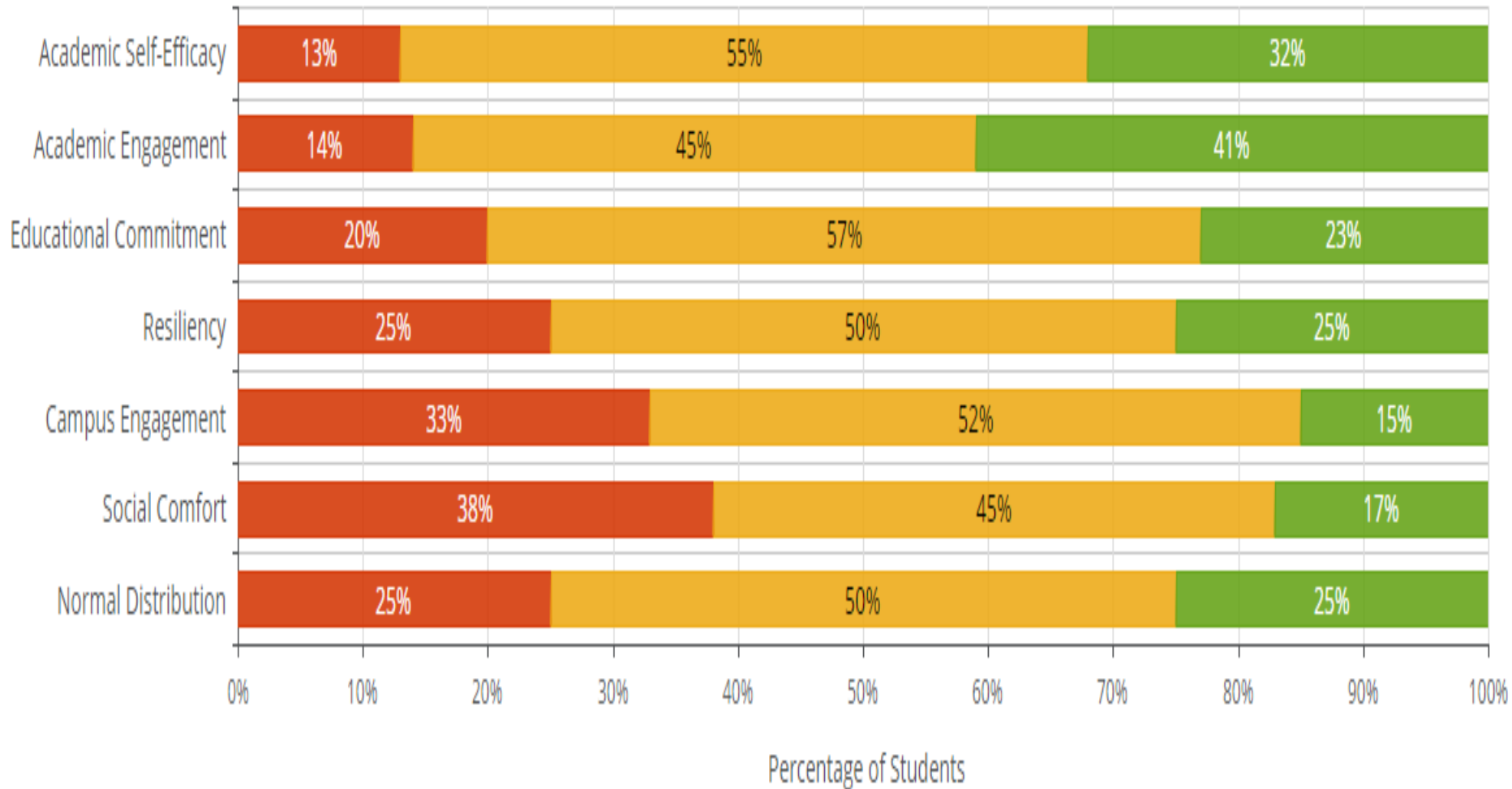
Social Comfort

Comfort in social situations

Source: Campus Labs

<http://beaconsupport.campuslabs.com/hc/en-us/articles/203979368-Non-Cognitive-Factors-of-the-Student-Strengths-Inventory>

SSI Analytics- Fall 2016



Student Strengths Inventory (SSI)

The 6 factors are used to give us:

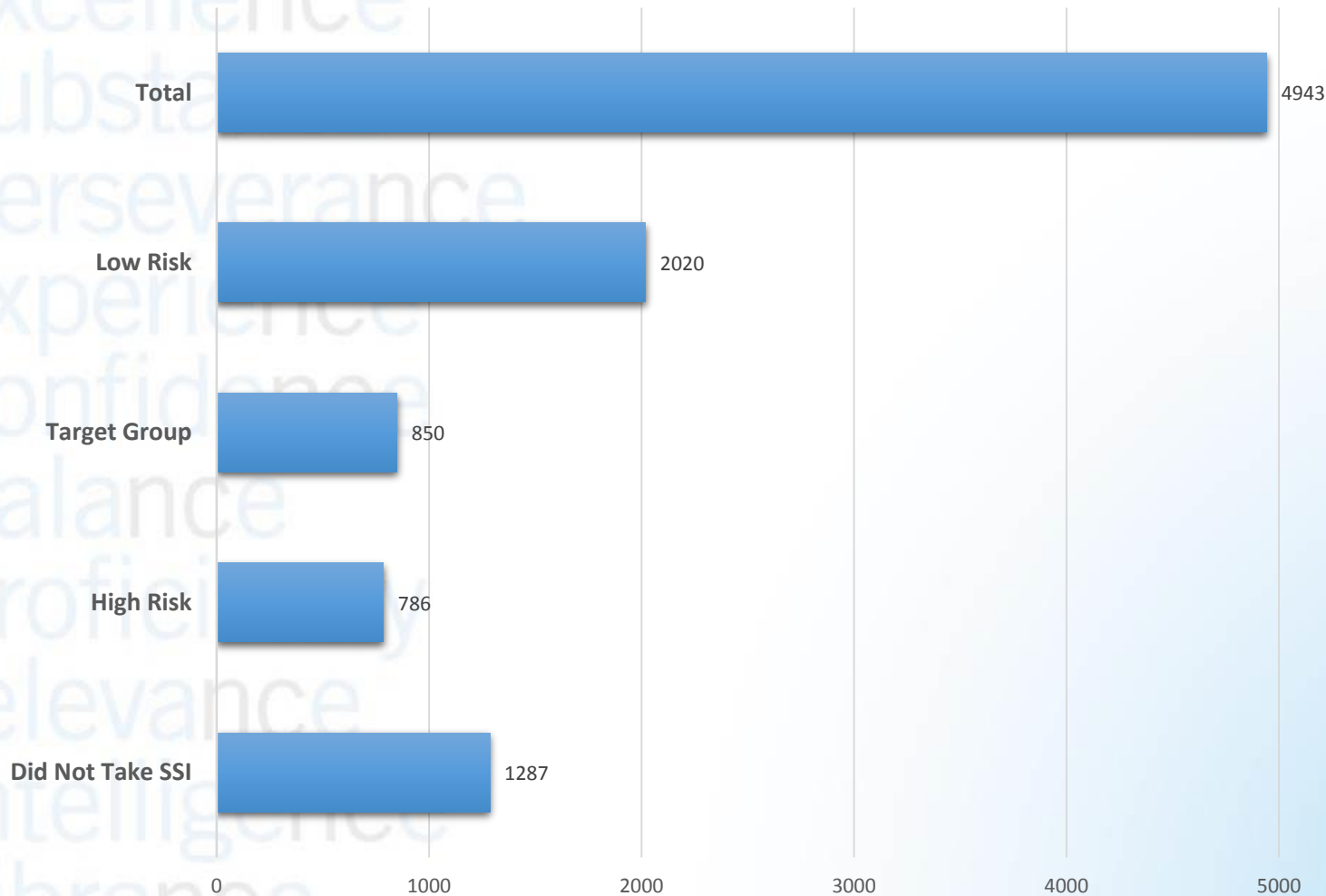
- **Retention Probability**
- **Academic Success Probability**

A combination of the two scores was used to place students into groups:

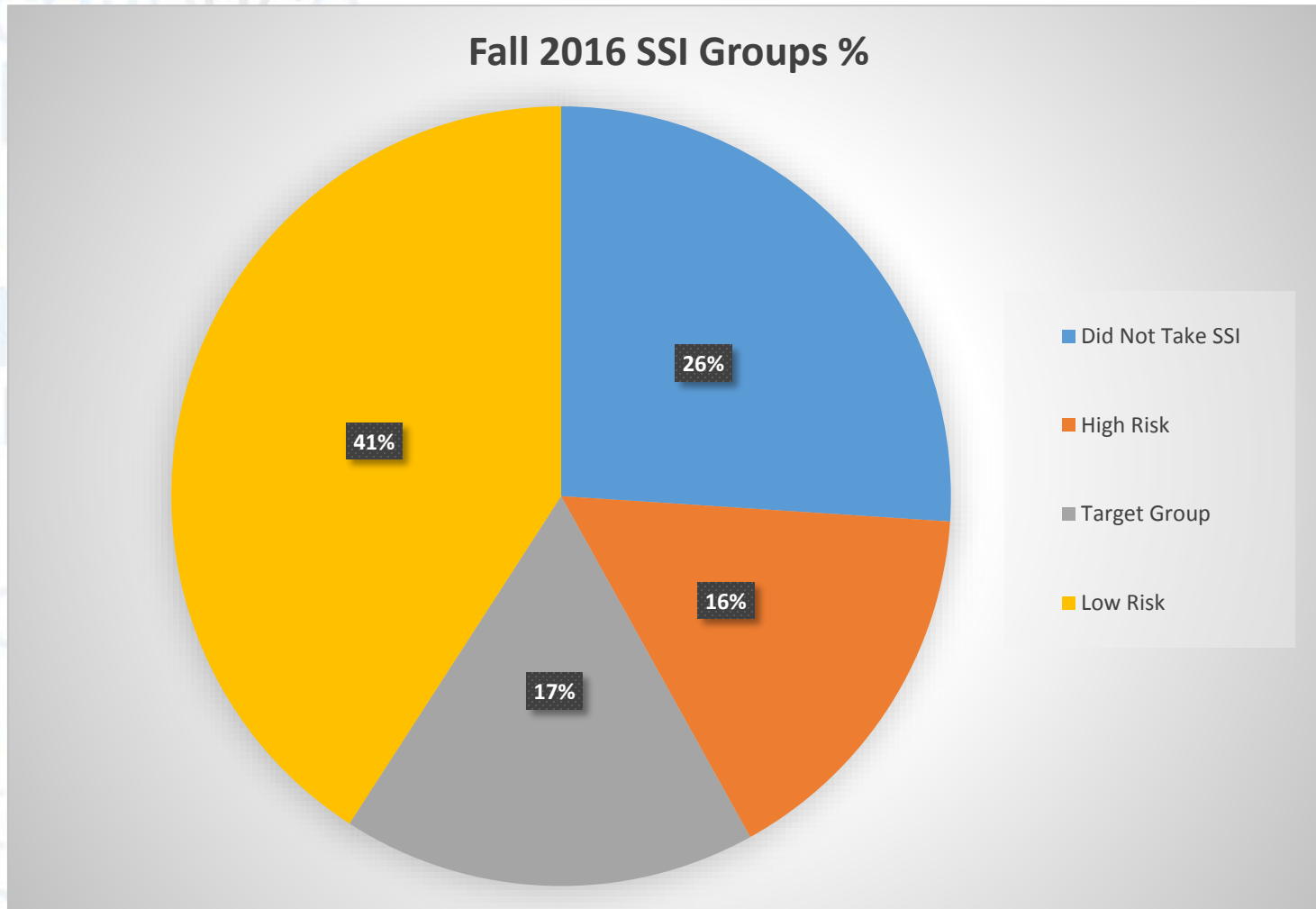
- High Risk
- Low Risk
- Target Group
- Did Not Complete the SSI

SSI Results 2016 Fall

Fall 2016 SSI Totals



SSI Results 2016 Fall



Intervention Strategy Development

The goal of the SSI is to highlight the retention and academic success probabilities of first year students. Advisors targeted those that were at-risk academically, and were highly engaged, with the intention of creating meaningful connections with students.

		ACADEMIC RISK		
		High	Med	Low
ENGAGEABILITY	Low		Medium Engagement	Target Highest Engagement
	Med		Low level Engagement	Medium Engagement
	High		Mass/Untargeted	Outreach

Intervention Strategies

Did Not Take SSI - Passive Intervention

- Assumption: Not engaged or present in class during SSI administration

Low Risk - Passive Intervention

- Above 75% in Academic Success and Retention Probability
- Assumption: this group will be successful without intervention

High Risk- Passive Intervention

- Less than 65% in Academic Success and less than 55% in Retention Probability
- Results indicate low engagement and commitment

Target Group- Targeted Intervention

- 65-75% in Academic Success and 56-60% in Retention Probability
- Results indicate positive engagement and commitment, and at risk academically

Intervention Strategies

Passive Intervention

- Students received email referring them back to their SSI Results
- Provided with information relating to available supports and services
- Open invitation for further discussion

Intervention Strategies

Targeted Intervention

- Invited to meet with Academic Advisor to discuss results in detail – Structured Format
- Discuss courses/program and any challenges or concerns
- Review of and referral to relevant supports and services
- Two week follow-up appointments

Campus Partnerships

- As part of the Early Alert strategy, campus partnerships were created to maximize the support framework for first-year students.
- SSI Recommendations- Partnerships with variety of campus supports and services (view results)
 - Peer Tutoring
 - Peer Mentoring
 - First Year Experience (FYE)
 - Academic drop-in Sessions
 - Student Health, Wellness, & Accessibility Centre
- Partnerships with Program Coordinators and Faculty
- Kickstart and Orientation- Partnership with CSEL
- Group Advising Sessions
- Student Activity tracked in CCR, and connected to Beacon



Last Visit: 9/26/2016 at 7:36 PM

**69%**

Retention Probability

85%

Academic Success Probability

Student Strengths Inventory

STUDENT STRENGTHS INVENTORY-FALL 2016 Results

Taken 9/9/2016 at 9:56 AM

Print View

Academic Self-Efficacy ?

Your responses suggest that you are very confident in your ability to be a successful college student. You believe that you can attain a high grade point average in required courses as well as perform well in your major. Having high confidence in your academic abilities is a valuable asset and will support your efforts to be successful in college and beyond.

- Explore being a **Peer Mentor**. Peer Mentors offer guidance to help new students. To find out more about peer mentoring, visit www.niagaracollege.ca/peermentoring

Explore **extra-curricular** options through the **Centre for Student Engagement and Leadership** www.niagaracollege.ca/csel . The Get Involved portal provides information about on campus and off-campus volunteer opportunities.

Speak with your **Program Coordinator** about professional development opportunities in your chosen field.

Are you interested in developing your leadership skills? Take part in the **Leadership, Exploration and Development (L.E.A.D)** program <https://getinvolved.niagaracollege.ca/organization/LEADNC>

Niagara College offers a wide variety of **recreational and varsity level athletic activities**. <http://goknights.ca/sports/recreation/index>

Network



Add Member

You are not connected to this student.

Stream

Create Notification

0

Open Alerts

0

Lowered Alerts

Update

by **Krista Bouw** - 6/30/2016 at 8:26 AM

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Involvement Profile

10

Events Attended

17

Memberships and/or
Leadership Positions

5

Self-Reported
Experiences

Involvement Details

View All Involvement ▾

Start Date	End Date	Involvement	Role
9/28/2016	9/28/2016	FYE Workshop - Studying for your Learning Style	Participant
9/18/2015	9/18/2015	Creating My Dream	Participant
12/21/2016	12/21/2016	Connected with my Academic Advisor	Participant
12/21/2016	12/21/2016	Downloaded Student Guide	Participant
12/21/2016	12/21/2016	Know about Counselling Services	Participant
12/21/2016	12/21/2016	Know about On Campus Health Services	Participant
12/21/2016	12/21/2016	Watched Blackboard Training Video	Participant
12/21/2016	12/21/2016	Completed SSI	Participant
12/21/2016	12/21/2016	Completed Top Ten Essentials	Participant
10/5/2016	10/5/2016	FYE Workshop - Working in Groups	Participant
9/26/2016	9/26/2016	Academic Integrity Series Workshop: Library Support	
9/20/2016	9/20/2016	Time and Stress Management Workshop	

Network



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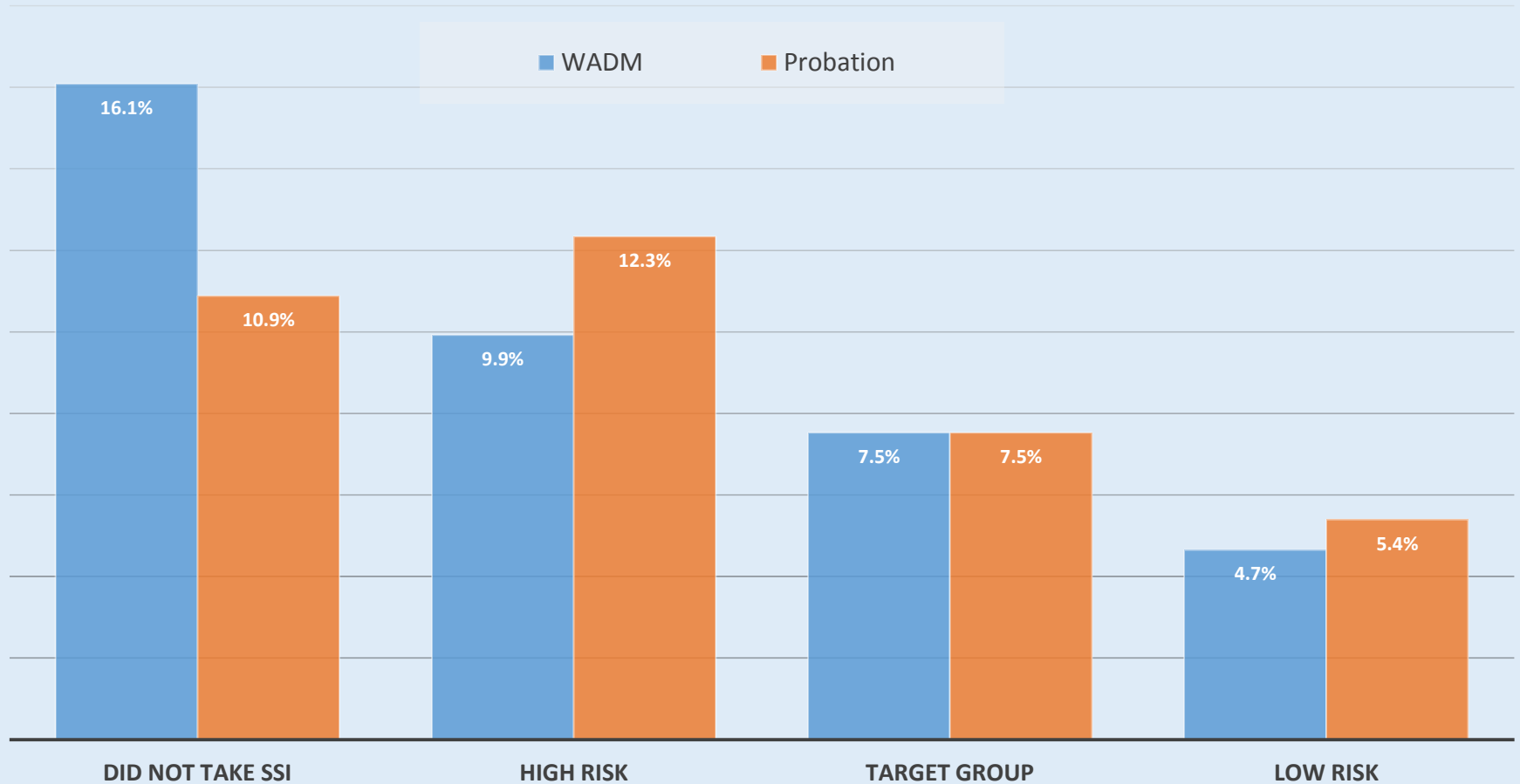
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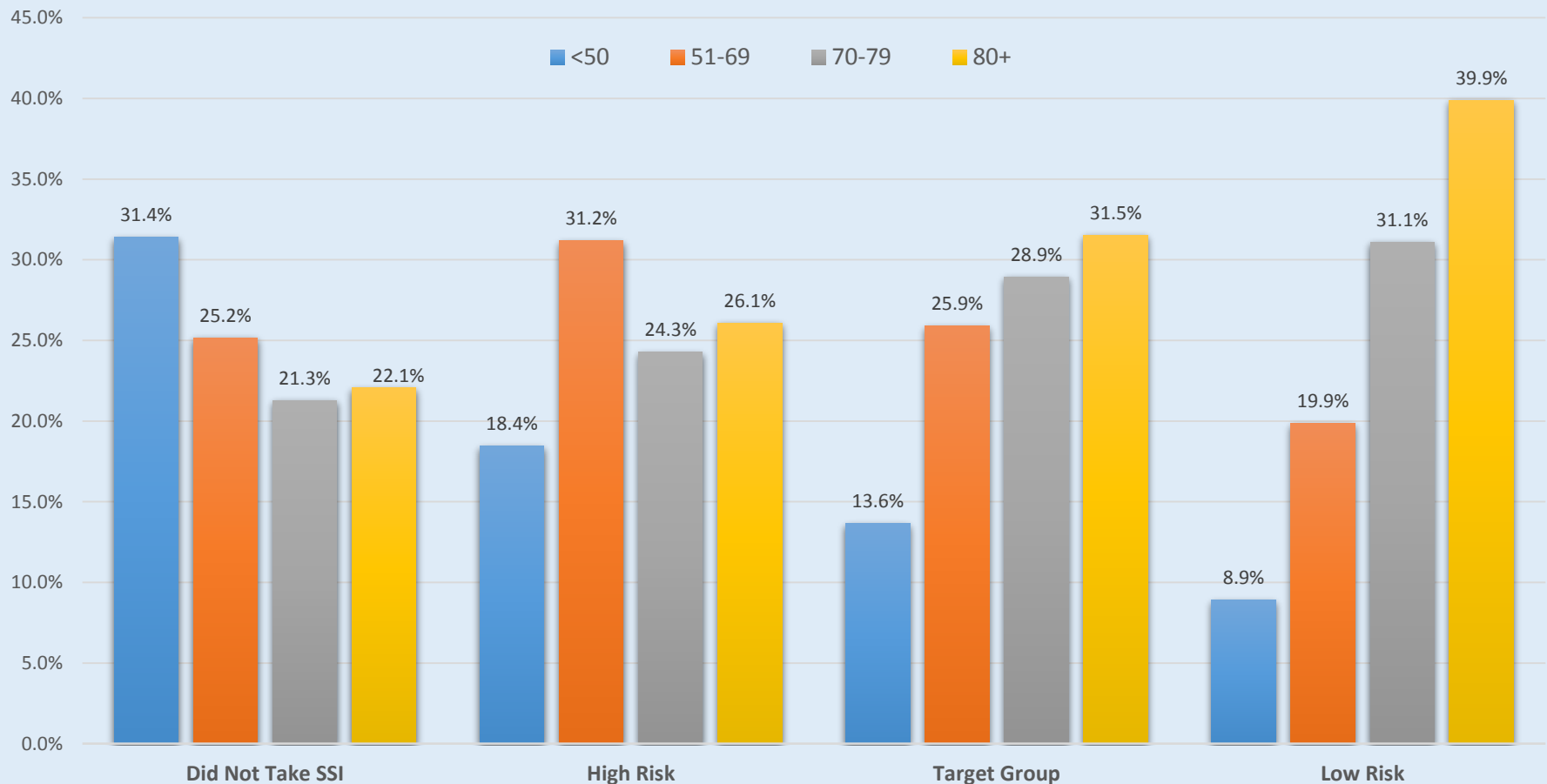
End of Term Results - 2016 Fall

End of Term Academic Standing



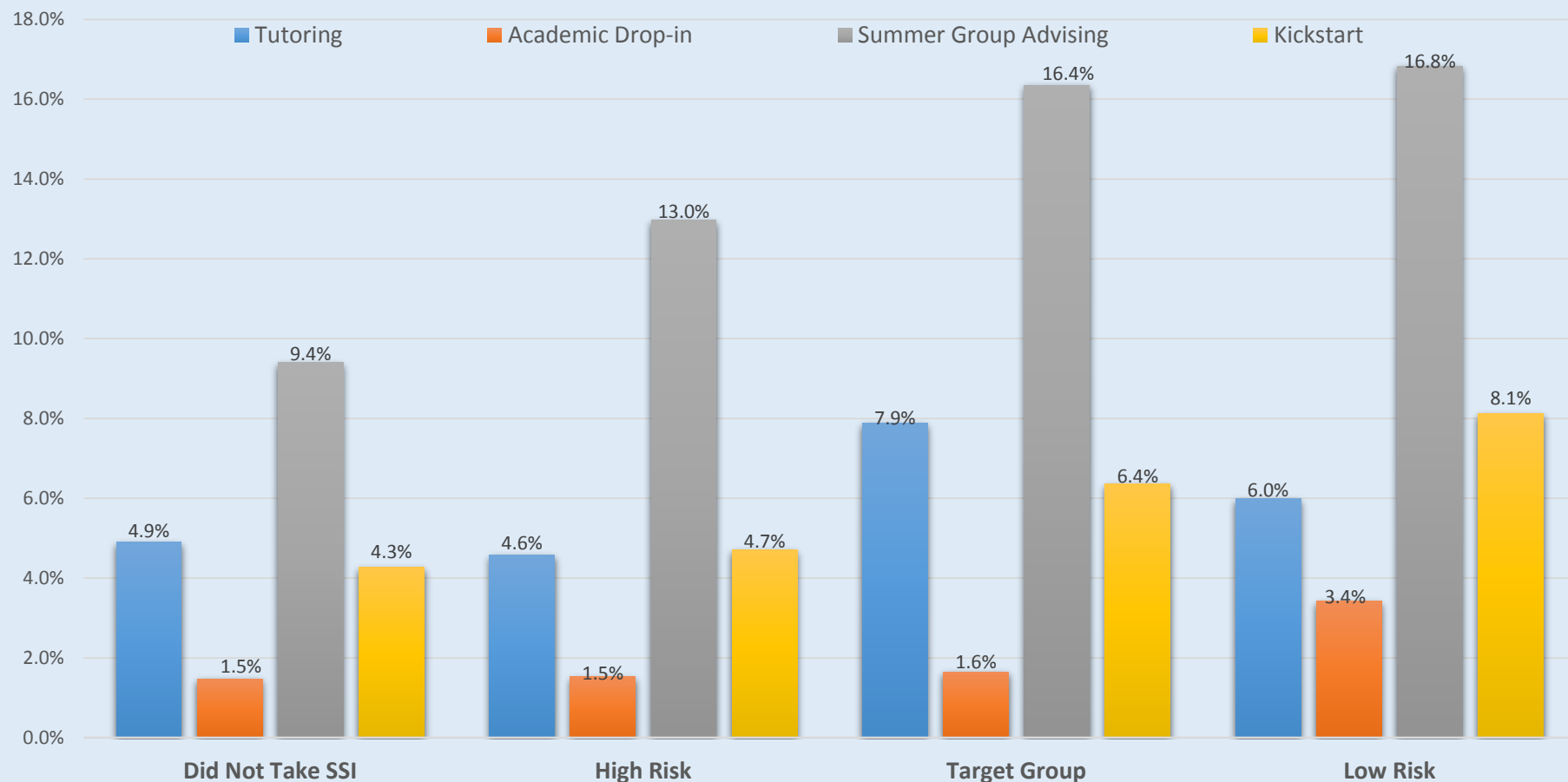
End of Term Results - 2016 Fall

GPA by SSI Group



End of Term Results - 2016 Fall

Accessing Supports by SSI Group



Patterns and Trends Term to Term

Did Not Take & High Risk

Highest rates of Academic Probation and Administrative Withdrawal

Highest percentage of students with term GPA below 50%

Lowest user rates of academic supports and services

Highest number of Academic notifications from faculty

Patterns and Trends Term to Term

Low Risk

Significantly lower rates of Academic Probation and Administrative Withdrawal

Overall highest user rates of academic supports and services

Highest percentage of students with GPA between 70-79%, and above 80%

Patterns and Trends Term to Term

Target Group

Consistently rank in between the low risk and high risk groups in terms of academic standing and term GPA

Observed increased activity in Peer Tutoring and other support services

In Fall 2016 approximately 30% of these students attended initial SSI follow-up meeting

In Fall 2016 approximately 42% of these students had at least one point of contact with an advisor

Take Aways

Determine a group with highest attrition rates as a starting point - Target a particular program, or demographic



Determine your intervention strategy based on identified issues or concerns – What is the goal?



Early Intervention- Pre-orientation and Group Academic Advising Sessions

Take Aways

Orientation Activities- Integrate Academic Advising in orientation programming

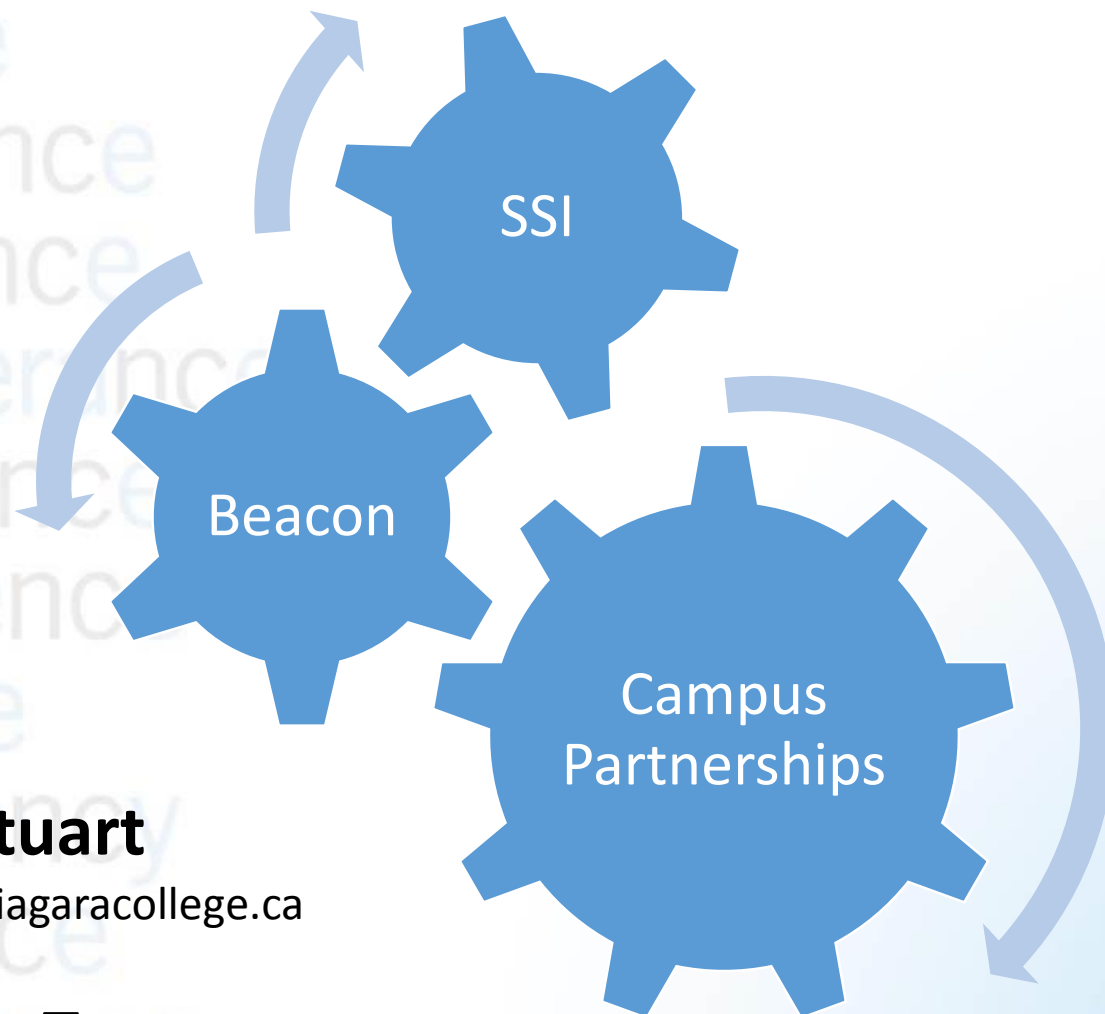


Create partnerships with other campus services



Increase visibility of Academic Advisors – Orientation activities, Group Advising sessions, workshops, etc

Questions?



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