

Idaho Postsecondary Advising
Governor's Higher Education Task Force
K-20 Pipeline Workgroup

May 19, 2017





- In 2016-17, Transition Coordinators advised over 1,100 9th-12th grade students, many of whom self-identified as not intending to go to college.
- Of those, over 300 high school seniors enrolled in dual credit courses and/or transitioned to college.
- Dual Credit Coordinators served 68 Idaho high schools, providing advising services to nearly 4,000 high school students.
- Academic Coaches serve incoming students identified as at-risk or who are placed on academic probation. Students are assisted to develop effective learning strategies and become self-regulated learners.
- Coaches work with students until they have successfully completed remedial course work or when they reach good academic standing. Students are then transitioned to a Focus Area or Faculty Advisor.
- In 2016-17, Academic Coaches worked with over 600 students, averaging 3-5 contacts per student per semester.



- EITC has 2 advising counselors: Trades /Industry and Healthcare.
- All of our students have declared a program when they enter.
- The advisors set up times to interview each student and provide program specific requirements and fees.
- If students do not have a particular program in mind, they are referred to the Center for New Directions who can help them align their skills and interests with a profession/program.
- EITC anticipates changes to their recruiting and advising strategies as their campus evolves into a community college.



- Best practices that have experienced the most success in terms of retention and completion are associated primarily with grant-funded projects that allow for lower advisor-to-student ratios.
- Highly successful intrusive advising projects were funded by the Albertson Foundation (Village Project), State of Idaho line item funding, and TAACT grants which featured mandatory, highly structured and intrusive advising that resulted in much higher retention and completion rates.
- Similar proactive advising is applied to CTE programs, Veteran students, American Indian students, Residence Hall students, Gear Up students, and similar groups that can be held in learning communities (cohorts).
- In the future, NIC plans to be very intentional with advising efforts and align with the Guided Pathways model that assists students to navigate educational goals in a more congruent and supportive way.
- This includes professional and faculty advisors working in a collaborative manner to assist students with career choice, educational pathways, career placement, transfer, and provides them with proactive intervention that responds to common barriers that students encounter.
- FY19 line item requests to the State of Idaho suggests funding to support such efforts as the Pathfinders and Freshmen Year Experience Coordinators.



- CWI is currently expanding a model of advising that is inclusive and intrusive in approach.
- Advising interactions are intentionally collaborative with students, direct all conversations to career planning, and focus on connecting students to resources.
- This appreciative advising model includes key touchpoints at relevant intervals where advisors will proactively advise students around specific and timely topics such as course selection, holistic development, and self-management skills.
- CWI also uses an early alert system where faculty, staff, and other students can make a report when they are concerned about a student's success. Advisors follow up with intentional interactions focused on assisting students by recommending resources and exploring academic options.
- Advisors are physically located near classrooms so they can interact with students in the spaces where they learn. This includes consultations with faculty, classroom visits, advising outside of classrooms, and/or programming depending on the needs of groups and individual students.



- Academic advisors proactively engage with specific student populations based on academic performance indicators (e.g. early warning and midterm grade deficiencies), ongoing participation in gateway math courses, and specific population affiliation (e.g. Diversity Scholars, College Assistance Migrant Program, Pre-Health Professions, Native American Students, Honors, etc.).
- Strategies employed by faculty and staff advisors in the academic colleges, as well as student support professionals in student affairs units.
- VANZA is a one-day program in four different locations (November): Fruitland High School, Vallivue High School (Caldwell), Canyon Ridge High School (Twin Falls) and the UI Extension Center (Idaho Falls, ID).
- Geared toward Latino students and families in the southern Idaho counties. Students and parents learn more about the University of Idaho, FAFSA, as well as the College Assistance Migrant Program (CAMP; out-of-state waiver).
- UI staff and alumni assist those prospective students with the application for admission and provide information on how to finance their education (provides the students with a UI Financial Aid Advisor).
- By including the Financial Aid Advisors and the University of Idaho Alumni UI believes it is more successful in encouraging the parents to “let go” and inspire their child to continue their education.



- All first time freshman with 14 or fewer college credits, all professional-technical students, and all students requiring developmental coursework are advised directly by staff in Career and Advising Services. This model helps ensure at-risk students and freshman are receiving focused support as they navigate the first semester or year of college.
- My Trek: Students create a degree plan to provide a realistic timeline for degree completion and to track scholarship/financial aid requirements. They also begin a career plan, which provides an opportunity to consider earning potential and employment opportunities, etc.
- These documents are refined through a freshman program, which includes a mandatory orientation session at the beginning of the semester and completion of a required one-credit class taught by LCSC faculty and staff, which are also supported by peer mentors.
- By creating this support community the college seeks to provide early interventions to new students.
- There are also advisors who support the needs of veteran, Native American, minority, and first generation students.
- Several programs with high enrollment also employ a staff advisor who works with faculty to: review student transcripts, guide students through the registration processes, and refer students to various campus services.

- Bengal Bridge, a summer program for at-risk students transitioning to college from high school, includes intensive advising. The ISU Academic Coaches travel to high schools to help prospective Bridge students with FAFSAs and college applications, and once those students are accepted to the program, continue to reach out to them via phone calls, text messages, in-person meetings, social media (Facebook, Snapchat, Instagram, and Twitter), and other online platforms.
- The coaches assess Bridge students' declared areas of interest, test scores, and dual enrollment credits to provide individualized class schedules that help students work toward their degrees. Coaches have daily in-class contact with students as their ACAD 1104 instructors, as well as weekly student meetings for general progress assessments and referrals to campus resources.
- All first-year students, who are each assigned to an FYT Academic Coach. The coaches' goal is to preemptively identify impediments to retention and help students persist from their first to second years at greater rates.
- Coaches maintain an advising relationship with their cohort students, initiating contact at several points each semester to address individual issues (low grades; attendance problems; internship and job opportunities; connections to resources; etc.) as well as to keep students apprised of upcoming academic deadlines (FAFSA, declaring a major, developing a viable four-year plan, applying for scholarships, etc.).
- Central Academic Advising also offers targeted academic advising through the Be Advised campaign, the Majors and Minors Fair, the AskAnAdvisor email, and the production of Degree Maps.



- Sophomore Start – working with high school sophomores to help them get 30 college credits while in high school. This has a strong advising component.
- Achieve a 1:300 advisor-to-student ratio for lower division students.
- The Student Success Dashboard tool for new and continuing students uses statistically verified academic success predictors to identify and intrusively advise students who are susceptible to leaving college.
- Keep students on track to graduate using DegreeTracker to ensure critical courses are available and enrolled in on time. Student can also explore alternate degree paths and monitor progress towards completion.
- Increase proactive interventions via Student Success Dashboard and Blackboard data analytics and supported through learning assistants.
- Reduce the number of repeats and course withdraws by proactively intervening with students
- Create “learning communities” within the gen-ed core, in order to foster relationships and integrate students both academically and socially.