



Reinventing Academic Performance

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Learning Outcomes

- Review recent literature on academically at-risk students, retention and effective support interventions.
- Provide knowledge regarding the impact of students' academic and social integration on persistence to degree completion.
- Introduce models of effective interventions aimed at individual student achievement and decision making.
- Explore strategies for collaboratively developing, proposing and implementing similar programs on home campuses.

Notes



Approximately 59% of first-time students who were enrolled full-time at four-year institutions in fall 2005 finished a bachelor's degree at that institution within six years.

National Center for Education Statistics, 2013

Notes



Student Persistence

- **Factors that impact student persistence:**
 - Lack of academic preparation
 - Demographic characteristics
 - Financial assistance
 - Work and family obligations
 - Student commitment
 - Institutional characteristics
- **Tinto's Model of Student Integration (1975)**

Notes



Institutional Conditions that Support Student Persistence

- Tinto's Model of Institutional Action for Student Success (2012)
 - Expectations
 - Support
 - Feedback
 - Involvement
- Student engagement (Kuh & associates, 2007)

Notes



Programs that Support Student Persistence

- Student success courses
- Academic advising programs & networks
- Peer support
- Student support networks
- Coaching and mentoring

Notes



Academic Success Program (ASP)

The Academic Success Program (ASP) is a program intervention created and implemented by the Counseling and Student Development Center and Academic Advising and Career Development.

The program, now coordinated by Academic Support Services, offers a series of eight one-hour classes developed...

with the purpose of assisting JMU students on academic suspension or academic probation toward academic success.

Notes



ASP

Deans of JMU's Colleges may require their students who fall into academic suspension to attend ASP as part of the support system available to increase the chances of students' academic success and timely graduation.

Notes



ASP

ASP's goal – via a mix of instruction, discussion, activities, and assignments – is to increase a student's awareness and employment of the following strategies and skills:

- goal setting and motivation
- learning strategies and professor relations
- note taking
- test taking
- time and stress management
- writing skills and resources
- use of campus resources

Notes



ASP

ASP Classes...

- meet for 8 consecutive weeks
- have 10-15 students per class section
 - 5 ASP class sections were offered during fall 2013
- are not-for-credit
- are facilitated by peer instructors
- keep lecturing to a minimum and emphasize learning-by-doing

Notes



ASP

ASP Instructors are

- academically successful JMU students who are interested in helping other students acquire the skills and tools necessary to be successful. They are trained and supported by the Academic Success Program and the ASP Graduate Coordinator. Their responsibilities include:
 - facilitating/teaching ASP classes
 - acting as a guide and mentor

Notes



ASP

The ASP Graduate Coordinator is

- a JMU graduate student who, while pursuing his/her college student personnel master's degree, coordinates ASP. His/her responsibilities include:
 - the day-to-day oversight of ASP
 - training and supporting the ASP peer instructors
 - classroom supervision
 - one-on-one meetings with participants
 - participating in ASP assessment and evaluation

Notes

ASP

The expectation is that students who participate in the program will:

- Increase their grade point averages
- Improve their academic status
- Progress to graduation

Notes



ASP

Longitudinal GPA, academic status, and graduation information for all ASP students is tracked by the program.

Between 1997 and 2010...

Notes

ASP

Current ASP Budget

- Graduate Assistant - \$7550.00
- Peer Instructors - \$5000.00
- Training/Workshops - \$150.00
- Supplies - \$300.00

TOTAL: \$13,000.00

Notes



CoachLink

- One-on-one coaching program that provides students with general support in college life.
- The goals of CoachLink are to assist students in:
 - achieving academic success in college
 - improving their sense of well-being

Notes



CoachLink

- CoachLink is a program of the EMU Counseling Center. The counseling center director provides training and supervision for coaches and long-range vision for the program.
- Coaches are residents in counseling, graduate counseling students, or persons of comparable experience and training.
- Coaches are trained in motivational interviewing, which is a strengths-based approach to working with people.

Notes



CoachLink

- Coaches meet with students on a regular basis, usually weekly.
- Coaches meet with students in public settings such as the library, campus coffee and snack shops, and in open lounge areas around campus.
- Each contact with a student is recorded using a documentation software program.

Notes



CoachLink

Coaches:

1. Maintain consistent contact with assigned students – face-to-face, e-mail, text, telephone, and campus mail
2. Support, guide, refer, instruct and encourage
3. Monitor changes, adjustments and difficulties
4. Maintain regular contact with director of counseling and alert director for crisis intervention needs

Notes

CoachLink

Do you think your involvement with CoachLink helped you:

Be more successful in college?	98% YES
Have a better sense of well-being?	100% YES
Stay enrolled at college?	100% YES

Academic Progression: 71% of the students on academic probation who utilized CoachLink during fall semester 2013 qualified for continued enrollment the following semester (Spring 2014).

College Learning Effectiveness Inventory

Notes



CoachLink

Annual Budget:

Coaches' compensation - \$25,000

Administrative costs - \$9,000

Training - \$800

Coffeehouse account - \$700

TOTAL: \$35,500

Notes

MADISON ADVISING PEERS



Notes



ASSESSING THE NEED FOR PEER ADVISING

Student knowledge of academic advising resources

66.07% correct responses

Understanding of the student's role in academic advising

65.98% correct responses

Knowledge of the nuts and bolts of academic advising

62.06% correct responses

Awareness of special opportunities like study abroad, internships and competitive scholarships

84.29% correct responses

Confidence in fulfilling graduation requirements without advisor help

Somewhat confident to complete confidence

Satisfaction with current advising system

30% dissatisfied (40% in make up sample

Inconsistent/inaccurate information and unavailability of advisor

Notes



Why Use Peer Advisors ?

- Increased growth of JMU and academic program complexities
- Need to create greater efficiencies with faculty time by utilizing peers to answer common questions
- Need for additional advising support for General Education requirements
- Improve the quality and consistency of advising information and access to advising for undergraduates

Notes

MAP Training

Topics

Student/Advisor responsibilities

General Education – core curriculum requirements

Developing 4-year course plans

Pre-Professional programs

Majors and minors including programs with admission and progression requirements

Academic policies

Transfer credit

Making effective referrals

Methodologies

Pre-tests

Case studies

Invited speakers

Group activities

Scavenger hunts via the website and undergraduate catalog

Apply learning by assisting new freshmen with course adjustment

Notes

MAP Activities

2010 - 2013

- 2,528 students served; most frequent reasons include help with class scheduling, academic planning, general advising questions, declaring/changing majors
- 99 workshops on course registration, General Education requirements, graduation, university open houses
- Monthly newsletter to new transfer students
- Most frequent users: freshmen and sophomores
- In addition to the primary location in University Advising, developed satellite locations in the Pre-professional Health Advising Office and the College of Business Academic Services Center
- 100% of MAPs rated their experience as "spectacular"

Notes

Proposal Development Workbook

- Assessing institutional needs
- Developing a proposal
- Implementation
- Evaluation/Assessment/
Effectiveness

Assessing Need

Conducting a thorough needs assessment on your campus is a critical first step in the program development process. You must have a clear idea of the scope of the problem or issue on your campus, its critical elements, and good data that supports the need for a new intervention or program. Essential components of assessing need are (1) developing a clear and accurate statement of the problem or issue; (2) gathering evidence; and (3) analyzing your data and refining the problem or issue.

Defining the Problem/Issue

- Describe the problem or issue to be addressed and the desired outcome(s).
- Review any related research, institutional reports, assessment data, conference proceedings, or other documents that speak to the problem identified or a related problem.
- Determine if there are other efforts on campus to address the same problem or a similar problem and meet with the appropriate individuals to learn about what is being done.
- Are there opportunities for collaboration with individuals and/or programs with similar interests?
- Based upon your findings, refine the problem or issue to be addressed and the desired outcome(s).
- Determine what data you need in support of your proposal to implement a new program.

Gathering Evidence

Existing Evidence

- Gather any existing information that speaks to the problem or issues to be addressed. Examples include:
 - Institutional research reports
 - Assessment studies
 - Student surveys
 - User statistics
 - Focus group findings
 - Qualitative research
- Based upon existing information, do you need additional data? If so, what additional data do you need?

<p>New Evidence</p>	<p>If there is insufficient evidence in support of a new program, you may need to collect additional data.</p> <ul style="list-style-type: none"> • Determine what additional evidence/information you need to help define the scope and characteristics of the problem or issue (quantitative and qualitative data that might be needed). • Determine if your data collection involves other offices/individuals and solicit their help. • Decide upon the best method of data collection (i.e. surveys, focus groups, formalized assessment, user statistics, etc.). • Design your data collection instrument and data collection process and solicit any expert help as needed. • Determine any financial costs including faculty/staff time related to collecting and interpreting the data and request funding if needed. • Collect your data.
<p>Analyzing Data and Refining the Problem</p>	
	<ul style="list-style-type: none"> • Analyze your data and identify any themes and/or conclusions that can be drawn from the data. • Does the new data support or refute the desired program? Is the data inconclusive? • Does the new data identify a different issue or concern? • Use the data to refine the problem or issue if necessary. • If the data supports the problem/issue, you are ready to move on to the proposal development stage. • If the data refutes the perceived problem, is inconclusive, and/or the data suggests a new problem or issue, revisit the process for assessing need and determine how you want to proceed.

Program Overviews

James Madison University

Academic Success Program

An Overview

The Academic Success Program (ASP) is a program intervention developed in Academic Advising and Career Development and Counseling and Student Involvement Center with the purpose of assisting James Madison University (JMU) students in an academic suspension or probation status toward academic success. As a minimum “academic success” implies removal from academic suspension or probation and into good academic standing (2.0 Cumulative GPA or above). The Academic Success Program has many facets, according to the needs of the student population.

Fall Programming

In the fall of each year, **ASP I** is provided for reentry/readmit students who seek academic success. This population of students is generally mandated to attend the program by their respective dean’s office or an academic review committee. Students are generally upper-class students given a number of conditions they must meet in addition to ASP participation, including a specific semester GPA goal. The program meets on a weekly basis for eight weeks. Each weekly session is 1 hour of classroom lecture and activities. The class sessions are focused on the following topics: time management, learning styles, effective writing and reading skills, test taking skills, note taking, and stress management. Classes range from 12-20 students in size, and are taught by Peer Instructors, recruited and selected the prior spring. ASP I is coordinated by Academic Student Services.

Spring Programming

In the spring of each year, **ASP II** is provided for reentry/readmit students who seek academic success. This population, like ASP I, is generally mandated to attend the program by an academic review committee, but have been readmitted in the spring rather than the fall. Students are generally upper-class students given a number of conditions they must meet in addition to ASP participation, including a specific semester GPA goal. Students meet one-on-one with ASP coordinators on a regular basis throughout the semester. ASP II is coordinated by Academic Student Services.

CoachLink

Life coaching at college * Fostering well-being * Helping students succeed

In 2009, when Mr. Bibb Frazier prepared to write his son's (Austin) obituary he made a conscious and deliberate decision to inform the community that Austin died by suicide. This decision was accompanied with the hope that honesty about suicide (and mental illness) would prevent such tragedy from occurring in other families, raise awareness of mental illness, and lower the social stigma. In addition, he established the Austin Frazier Memorial Fund to promote awareness about mental illness among college students. It is this fund and Mr. Frazier's personal contribution that launched the creation and implementation of the CoachLink program at Eastern Mennonite University (EMU) in 2010.

The original design of CoachLink was to connect coaches (second year graduate students in the EMU Master of Arts in Counseling program) with students struggling with mental health issues such as depression, attention deficit hyperactivity disorder, and bipolar disorder. In an informal setting students received on-on-one personalized coaching to help manage mental health issues, connect to college resources, develop healthy life skills, and enhance relationships. Participation in CoachLink was designed to be voluntary and student-initiated.

Now in its fourth year, the program has expanded to not only serve students struggling with mental health issues, but also to serve students who are at-risk of being dismissed from the university for academic reasons. In collaboration with the Undergraduate Academic Division, students on academic probation are connected to CoachLink and expected to work with a coach throughout the semester. In addition, the CoachLink program is integrated into a spring semester success strategies course taken by first-year students whose fall semester grade point averages are below 1.50.

Coaches meet weekly with students to help them understand academic and personal issues that hinder their success in college and in life. Coaches provide support, accountability, guidance, comfort and safety. They teach study skills and help students explore their learning styles. They connect students to campus resources. Coaches serve as mentors and advocates. Coaches are not mental health counselors, although most coaches have counselor training. As a result, they are able to identify and assess mental health concerns and make referrals to the university's counseling center.

Since its inception, CoachLink has served approximately 170 students. Students have consistently evaluated their connection to CoachLink with high regard: nearly 100% agreed that CoachLink helped them to be more successful in college and helped them to have a better sense of well-being.

The EMU Counseling Center directs the CoachLink program. Currently there are five coaches: one full time, two part time and two interns from the EMU Master of Arts in Counseling program. All are under the supervision of a licensed professional counselor, meeting weekly for individual supervision and weekly for group supervision.

Developing a Proposal

After you have determined completed your needs assessment, you may decide to develop a proposal for a program or intervention. Important components to consider in the process include (1) political/organization dynamic issues; (2) institutional process; (3) drafting a carefully constructed document; and (4) making the presentation.

Brief description of Program

- Name of the program
- Name of Proposer(s)
- Administrative Unit
- Describe genesis and concept of your proposal
- Explain program content
- Define target population

Summary of Needs Assessment

- Define problem to be addressed
- Provide data/info to support program, including sources

Justification

- How does this proposal address your division's mission?
- How does this proposal address your institution's mission?
- How does it relate to strategic plans or priorities?
- Why does your institution need this program at this time?
- Detail needs being met

Goals/outcomes

- List the goals of the program
- List learning outcomes for student participants
- Identify outcomes that may add value for staff or faculty
- Identify efficiencies that may occur as a result of program implementation

Program details	
	<ul style="list-style-type: none"> • Explain organizational structure • Provide implementation timeline • Describe recruitment, identification, selection of participants; include estimate of number of students being served • Provide number of sessions • Outline the content covered in each session; may be done as appendix • Describe mode of delivery • List names or position titles of individuals who will be delivering content • Mention collaborative support
Assessment/evaluation	
	<ul style="list-style-type: none"> • Describe methods used to evaluate success of program • Describe plans for assessment of student learning outcomes
Resource implications	
	<ul style="list-style-type: none"> • Realistic estimate of needs • List personnel • Explain space needed • Describe materials necessary for implementation • Explain use of existing resources • Define new resources needed

Implementation

Congratulations!! Your program proposal has been approved, and now its time to make your plans a reality. Three key components of implementing your program are (1) staff recruitment and selection, (2) staff training, and (3) screening of student participants.

Staff Recruitment and Selection

Staff Recruitment

- Identify position(s) to be filled
- Develop selection criteria
 - Program purpose, goals, and objectives should guide establishment of criteria
- Develop recruitment strategy and material, as well as application materials
 - Selection criteria should guide recruitment strategy
 - Choose/develop appropriate application materials. Application form and/or resume? Letters of recommendation? Supplementary material, such as essays?
- Develop screening material/rubric

Staff Selection

- Develop interview agenda and questions
- Review/screen applicants – using the screening rubric
- Interview candidates
- Review interview notes and screening rubric(s) for each candidate, and, choose best-suited candidate(s)
- Inform candidates of your decision(s)
 - Offer position(s) to chosen candidate(s)
 - Notify unsuccessful candidates

Staff Training

Pre-Training

- Develop training goals and objectives
- Develop training agenda and materials
 - Training should be as hands-on/interactive as possible

Training	<ul style="list-style-type: none"> ● Areas to cover during initial training session: <ul style="list-style-type: none"> ▪ Program mission, goals, and objectives ▪ Program policies, procedures, and schedule(s) ▪ Goals and expectations of position(s) ▪ Confidentiality ▪ Effective communication and problem solving ▪ Relationships – expectations and boundaries ▪ Characteristics of the program's student population ▪ Specific program related topics/areas
Post-Training	<ul style="list-style-type: none"> ● Assess/evaluate training <ul style="list-style-type: none"> ▪ Assessment results should be used to guide development of future training
Ongoing Meetings/Training	<ul style="list-style-type: none"> ● Conduct (regularly scheduled) training sessions/meetings throughout the semester/year <ul style="list-style-type: none"> ▪ Sessions/meetings could include expanded exploration of program-related, communication, and problem solving topics, self- exploration, etc.
Screening of Student Participants	
Prior to Screening	<ul style="list-style-type: none"> ● Identify purpose of screening and information to be <i>gathered</i> ● Determine whether to use an existing instrument or if a new instrument will need to be developed ● Establish delivery method <ul style="list-style-type: none"> ▪ Web-based, paper, telephone, Skype, in-person ● Determine screening schedule <ul style="list-style-type: none"> ▪ Pre-screening only? Pre- and post-screening? Mid-point screening, in addition to pre-and post-screening?
Screening	<ul style="list-style-type: none"> ● Implement screening, guided by screening schedule
Post-Screening	<ul style="list-style-type: none"> ● Analyze screening data ● Disseminate screening results to interested parties

Some additional components of implementation:

- ☐ Securing of office space, meeting rooms, classroom space
- ☐ Purchase of equipment and supplies

Evaluation / Assessment / Effectiveness

*“Is what we’re doing having any effect, is that effect the intended one, and how do we know?”
Patrick T. Terenzini and M. Lee Upcraft*

Guiding Questions:

1. As a result of your program, what are the desired outcomes?
2. What resources will you use to measure your desired outcomes?
3. How will you know if the program is achieving the desired outcomes?
4. How will you use the results of your assessment?

Assessment Tasks and Considerations

Goals & Objectives	<ol style="list-style-type: none"> 1. Identify program goals. 2. Create measurable objectives that support the program goals.
Assessment design & methodology	<ol style="list-style-type: none"> 3. Determine how objectives will be measured. Quantitative, qualitative, or a combination of both methods? Quantitative methods such as surveys and assessment instruments are useful when seeking information from a large amount of people. Qualitative methods such as interview and focus groups are useful for gathering information from a smaller, representative group of people. <p>Will an existing survey (national or institutional) provide the necessary data or does a new survey need to be created?</p>
Data: collect & analyze	<ol style="list-style-type: none"> 4. Determine when objectives will be measured. <ul style="list-style-type: none"> ▪ Pre/Post-tests? 5. Establish delivery method of survey/assessment instrument. <ul style="list-style-type: none"> ▪ Web-based? Paper? Telephone? In-person? ▪ Ensure the assessment conditions are the same for all students completing the survey. 6. Decide who will conduct focus groups and interviews. 7. Consider student incentive in data collection participation.

	8. Seek assistance from institutional assessment professionals with data analysis.
Results & action	<p>9. Create a plan for disseminating your data results. With whom do you share your results?</p> <p>How do you share your results? Written report? Public presentation?</p> <p>10. Determine the impact of your results. How do your results impact your program goals and objectives? Program structure? Assessment process?</p>

Further suggestions:

- Map out an assessment timeline on a calendar.
- Utilize support and services from your institutional assessment professionals.

“...assessment devoid of action—even if the action is to continue what has been done in the past—is little more than data collection.” Ann M. Gansemer-Topf



Who We Are

The creation of the Madison Advising Peers was a collaborative effort between the JMU Student Government Association and University Advising in 2009. There are 10 undergraduate MAPs and one graduate assistant who helps with program supervision.

Madison Advising Peers (MAP) are JMU students who care about their fellow students and are committed to helping them achieve their college goals. MAPs work in conjunction with faculty advisors by providing supplemental academic advising information and assist other JMU undergraduate students who may have general advising questions, but don't know where to go. A MAP can be a supportive and friendly resource for students who feel overwhelmed and confused.

Advising Topics MAPs Assist Students With

Approval from the Vice Provosts in Academic Affairs was given for MAPs to assist with the following topics common to all students regardless of their major: General Education requirements; BA/BS degree requirements declaring a major/minor; course registration; how to use MyMadison; understanding a student's degree progress report; mapping out a 4-year academic plan; the process for requesting overrides into courses; developing questions with a student to use in meeting with the student's academic advisor; major and minor programs; admission and progression requirements for some majors; applying for graduation; and information about academic support services on campus.

Hiring, Selection and Training

Recruitment and selection of new MAPs occurs spring semester. MAPs are paid student positions at \$8.00/hr. ten hours per week. Students apply by submitting a resume, cover letter, and personal statement about why they wish to be a MAP. All students must have a cumulative GPA of at least 3.00 to apply. Students must be able to work ten hours per week between the hours of 8:00 am – 5:00 pm during the academic year and be able to attend training in August, the week before classes begin. Bi-weekly staff meetings occur throughout the academic year to discuss topics that have come up during the week or provide additional training.

Budget

The total MAP budget is approximately \$32,000 per year, which includes student wages (approximately \$29,000) plus training expenses, printing, and promotional items.

Website

<http://www.jmu.edu/advising/acadplan/peers.shtml>

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