“Real-Time” Student Engagement: How Faculty Feedback Through Progress Reports Leads to a Pro-Active Approach to Supporting Students

University of Hawaii, Manoa
Student-Athlete Academic Services (SAAS)
Outline

• Student Retention and Student Engagement
• Background on SAAS
• What is GradesFirst?
• Progress Report Campaigns
• Advisor/Student Connection
• Action Plans
• Impact on Academic Advising
• Case Study
• Concluding Thoughts
Hot Topics: Student Retention & Engagement

• “We have long since left in the dust the notion that simply opening our doors to students is enough, that, once here, they can negotiate their own way through our often byzantine, labyrinthine curriculum, processes, and hallowed halls.” (Drake, 2011).

• 3 Critical Elements for Student Persistence (Drake, 2011):
  – Academic Advising
  – First-year Programming
  – Learning Support Systems

Background: SAAS

- 6 Junior Specialist Faculty Advisors (including Learning Specialist)
  - Primary Advisor for undeclared students
  - Work in collaboration with major advisor(s)

- About 500 student-athletes
Background: SAAS

- NCAA eligibility rules
- SAAS monitors academic progress and success of each student-athlete (SA)
- SAAS developed many support programs
  - Mandatory advising
  - Learning Services: peer tutoring/study groups, peer mentoring, writing center
  - Summer bridge
  - Orientation
  - Freshmen seminars
- SAAS begins using GradesFirst in February 2013
GradesFirst: What is it?

- Web-based
- Early alert system to help identify and support at-risk students
- Links students, advisors, faculty, and other support staff to facilitate the academic progress of students
- Provides a good forum for communication and feedback
- Assists with the management of learning services
Progress Report Campaigns

• Generated twice a semester
• Faculty receive an email with a link to GradesFirst
  o Includes identified students
  o Select estimated grade, provide comments, and assess whether each student is at-risk of failing their course
• Completed reports are visible to each student and their assigned advisors
No enrollment census campaigns have been created for this term.
A student has been marked at-risk.

One of your students has been marked at risk. Details are included below.

Name of Student: [REDACTED]

Advisors: Garrett Clanin

Categories: [REDACTED]

Course Evaluated:
COM320 - 1 - Communication and Communities

Class Absences:
NA

Current Grade
F

Comments: [REDACTED]

Evaluation Created By:
Joanne Romero on 03/31/2014 01:52 PM
Progress Reports: Advisor/Student Connection

- “So What?”
- Connect with student(s)
- Get student perspective on what is going on:
  - Learning issues
  - Course content
  - Attendance
  - Time management and impact of other commitments
  - Relationship with professor
  - Personal issues
- Reality Check
Progress Reports: Action Plans

- Create an “Action Plan”
  - Self-Accountability & Effort?!?!?
  - Connect with professor
  - Learning Services plan
    - Mentor
    - Tutor
    - Writing Center
    - Create study groups
  - Referral to campus resources
    - Counseling
    - Disability Services
    - Tutorial Services
    - Career Center
    - Student Support Services
  - Withdraw?
Progress Reports: Impact on Academic Advising

- “Real-Time” academic advising
- Student-centered approach
- Honest conversation
- Sharing options
- Aligning academic programs and courses with students’ interests and abilities to build confidence
- Student engagement
Case Study – Background Info

- Male, Freshman, Local
- Went to small private school
- Admitted to College of Engineering (Electrical)
- Non-scholarship athlete
- Enrolled in the following courses: ENG 100, MATH 140, CHEM 161/Lab, GEOG 102, SOC 100
- Learning services?

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<thead>
<tr>
<th>General Tests</th>
<th>Test Date</th>
<th>Test Type</th>
<th>Test Score</th>
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<tbody>
<tr>
<td>ACT English</td>
<td>2012-06-01</td>
<td>24</td>
<td></td>
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<tr>
<td>ACT Math</td>
<td>2013-06-01</td>
<td>25</td>
<td></td>
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<tr>
<td>ACT Reading</td>
<td>2013-06-01</td>
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<tr>
<td>ACT Science Reasoning</td>
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<tr>
<td>ACT Composite</td>
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<tr>
<td>Manoa Chemistry Placement</td>
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<td>Manoa Math Placement</td>
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## Progress Report #1

<table>
<thead>
<tr>
<th>Course</th>
<th>At Risk?</th>
<th>Number of absences</th>
<th>Grade</th>
<th>Comment</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC100-1-Introduction to Sociology</td>
<td>No</td>
<td></td>
<td>F</td>
<td>did not do first assignment, need to work on quiz grades, and papers.</td>
<td>10/04/2013 02:16 PM</td>
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<tr>
<td>ENG100-9-Composition I</td>
<td>Yes</td>
<td>1</td>
<td>F</td>
<td>&lt;Student’s&gt; grade scares me. He has a 29% primarily because he has not turned in work. If he does turn in the work that is still allowed to be turned in, I am confident that he will pull his grade up.</td>
<td>10/06/2013 05:39 PM</td>
</tr>
<tr>
<td>CHEM161-3-General Chemistry I</td>
<td>Yes</td>
<td></td>
<td>F</td>
<td>didn’t complete homework, both exam were way below the class average</td>
<td>10/07/2013 10:50 PM</td>
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<tr>
<td>MATH140-4-Precalculus</td>
<td>Yes</td>
<td>4</td>
<td>F</td>
<td></td>
<td>10/10/2013 01:37 PM</td>
</tr>
<tr>
<td>GEOG102-1-World Regional Geography</td>
<td>No</td>
<td>3</td>
<td>C</td>
<td>missing two homeworks</td>
<td>10/15/2013 09:25 AM</td>
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</table>
Case Study – Action Plan

- 10/14/2013 – Advisor emailed student to request a meeting
- 10/16/2013 – Student/advisor discuss the progress report
  - Attendance, time management, work ethic, rigor of coursework
  - Mentor and tutor assigned
  - Withdraw options for courses
  - Student was confident that he could pull his grades up despite his rocky start
- 10/17/2013 – Student decided to withdraw from CHEM 161
- 11/7/2013 – Pre-registration advising
  - How are you doing in your coursework now? How much time are you spending?
  - Student wants to stick with engineering; enrolls in Math 140, CHEM 161, ECON 130 and Engineering Seminar despite my reservations
  - Student agrees to meet before spring 2014 to make necessary changes
## Progress Report #2

<table>
<thead>
<tr>
<th>Course</th>
<th>At Risk?</th>
<th>Number of absences</th>
<th>Grade</th>
<th>Comment</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG102-1-World Regional Geography</td>
<td>Yes</td>
<td>2</td>
<td>D+</td>
<td>Earned Cs on Midterms; but have missed four homework assignments</td>
<td>11/18/2013 11:10 AM</td>
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<tr>
<td>SOC100-1-Introduction to Sociology</td>
<td>No</td>
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<td>C-</td>
<td>large lecture so do not take regular attendance, missed one day last week</td>
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<tr>
<td>MATH140-4-Precalculus</td>
<td>Yes</td>
<td>9</td>
<td>D</td>
<td></td>
<td>11/12/2013 12:58 PM</td>
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<tr>
<td>ENG100-9-Composition I</td>
<td>Yes</td>
<td>3</td>
<td>F</td>
<td>&lt;student&gt; has dug himself into a whole so deep there is no way he can get out. He is simply missing too many assignments.</td>
<td>11/12/2013 01:39 PM</td>
</tr>
</tbody>
</table>
12/9/13 – Student/Advisor meet, change courses spring semester

- What courses could you enroll in to build your confidence? What are you good at?
- Explores new major options (Travel Industry Management?)
- CAS 111 course designed to explore major/career options
- TIM 101, CAS 111, HAW 100, HWST 107, SPAN 101, WS 151, MUS 121D
Case Study – Spring Semester

• GOALS: Improve GPA, explore major options, gain confidence

• Student was assigned an academic mentor at beginning of semester

• Student was to check-in with me on a weekly basis

• TIM 101, CAS 111, HAW 100, HWST 107, SPAN 101, WS 151, MUS 121D
Case Study – Final Thoughts

• Final Spring Grades

• Advisor’s perspective

• Retention. Would this student have been retained without this support?

<table>
<thead>
<tr>
<th>Spring Grades</th>
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</thead>
<tbody>
<tr>
<td>CAS 111</td>
<td>1</td>
<td>A+</td>
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<tr>
<td>HAW 100</td>
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<td>B-</td>
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<tr>
<td>HWST 107</td>
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<td>A</td>
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<tr>
<td>MUS 121D</td>
<td>1</td>
<td>A+</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>TIM 101</td>
<td>3</td>
<td>C</td>
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<tr>
<td>WS 151</td>
<td>3</td>
<td>A</td>
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<tr>
<td>Semester GPA</td>
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<td>3.06</td>
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<tr>
<td>Cumulative GPA</td>
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<td>2.28</td>
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</table>
Concluding Thoughts

• Progress reports are critical to the work we do as advisors
• Proactive vs. Reactive
• “Real-time”
Questions?
Mahalo!
Region 9 Conference | March 4-6th, 2015 | Honolulu, HI | Ala Moana Hotel

Ke a'o 'ana me ke aloha
ADVISING WITH ALOHA

KEYNOTE SPEAKER: Charlie Nutt, NACADA Executive Director

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