Intrusive Academic Advising

How does it impact student success?
Purpose

▪ Share the results of my final research and development paper written for my M. Ed. (Memorial University of Newfoundland)

▪ Stimulate discussion about the use of intrusive advising at the University of Saskatchewan

▪ Gauge interest in future research projects related to intrusive advising
Contents

▪ Problem statement and research question
▪ Defining intrusive advising and student success
▪ Literature review
▪ Conclusions
▪ Discussion Q & A
▪ Reference list
Problem statement and research question

- Academic advising promotes student success
- Many students not using advising in a passive delivery model
- Intrusive advising methods can increase advising use but require more resources
- Before committing more resources, advising administrators need to have reasonable expectation of positive impact

Does intrusive academic advising increase student success?
Defining Intrusive Advising

Varney (2007)

- Institutional responsibility
- Intent to prevent problems
- Active concern for students
Intrusive advising can be many things

- Intrusive Advising
  - Proactive
  - Mandatory
Intrusive advising can be many things

Intrusive Advising
- Prescriptive
- Developmental

Intrusive Advising
- Group
- Individual
Defining student success

What else should be considered?
Intrusive Advising Literature Review

Key themes

▪ Service utilization and satisfaction
▪ At-risk and general population
▪ Content or Frequency
▪ Group or Individual
▪ Canada
Service Utilization & Satisfaction

Lit Review

- Students not using services in passive model despite need
- Intrusive methods increase student-advisor contact
- Ensure quality advising experiences tailored to students to encourage service use
At-risk Students

Lit Review

- Good results with first-generation and probation students
- More intrusion seems better than a little
- Advising content matters
General Student Populations

Lit Review

- Early research showed impressive results
- Modern research showed mixed results
  - Depends somewhat on definition of success
- Does gender matter?
Group Delivery

Lit Review

- Can group advising relieve some of the resource burden posed by intrusive approach?
- Does intrusive group advising work?
Canadian Context

Lit Review

▪ More work needs to be done
▪ Does U.S. research generalize to Canada?
Conclusions

▪ Proactive and mandatory advising methods increase utilization

▪ Increased utilization promotes student success if effective advising content and styles are used

▪ Students at-risk of attrition are most likely to see retention and academic performance improvements from intrusive advising

▪ The value of intrusive advising relative to its cost needs to be measured locally (E.G. college or unit level)

▪ We don’t have enough published Canadian advising research
Questions & Discussion
References


References


References


- Stewart, J. (2010). Academic advising in Canada: Is the Canadian advising system really different from the American advising system?. *NACADA Clearinghouse of Academic Advising Resources*.


References


