

B. Restatement of the Professional Enhancement Activity

The Adult Education Research Conference (AERC) is one of the top discipline specific research conferences in Adult Education. This group organizes an annual conference to spotlight the most current research being conducted in adult education. I am a tenure-track faculty in Professional Studies and I requested funding to cover registration and travel expenses to this national conference being held in St. Louis, MO on May 30-June 2, 2013 where I, along with Dr. Beth Giroir presented a program entitled, “The Impact of Engagement Model Academic Advising on Involvement, Academic Self-Efficacy, and Perceived Cohesion of Online Adult Learners”. With the increased use of online academic advising and meeting the needs of the online adult learner, this type of research is very current and necessary for today’s online student.

C. Review of the Professional Enhancement Activity

With a growing number of adult learners returning to higher education programs and certificates, the face of education needs to evolve as students, technology, and the way we communicate and educate change. Offering courses and programs online are proven techniques that address the accessibility needs of adult learners, but after adults are in the programs it is important that their advising needs are met. It is also important for practitioners to utilize novel approaches to reduce feelings of isolation often experienced by online learners. The purpose of this program was to facilitate a discussion on the importance of the faculty advisor role in guiding adult students to successful degree completion. The researchers explored the effects of using an engagement advising model on student attitudes, as well as examined the practical application of engagement advising from a college student personnel perspective. Within this research we investigated the theoretical and practical role of engagement advising on adult learner involvement (Kasworm, 1995), academic self-efficacy (Lent et al., 1997), perceived cohesion (Bollen & Hoyle, 1990), and transitioning of the adult learner to the higher education environment (Schlossberg, Waters, & Goodman, 1995).

Outline of the Session

1. Overview of Students in BPS Program
2. Review of Intake Process and Advising Model

3. Discussion of Research Methods and Preliminary Research Results

- a. Involvement
- b. Sense of Belonging
- c. Academic and Social Self-Efficacy

4. Feedback Session

D. Summary of the Experience

We presented the on the topic of intrusive advising as it relates to online adult student involvement, sense of belonging, and academic/social self-efficacy at the 2013 Adult Education Research Conference in St. Louis, Missouri. There were approximately 20 individuals in attendance at our roundtable discussion. The presentation covered how intrusive advising practices can influence adult learners' involvement, sense of belonging, and academic and social self-efficacy. In particular, we discussed practical application of intrusive advising principles for adult learners in an online program, and we covered preliminary research results on how intrusive advising impacts involvement, sense of belonging, and academic/social self-efficacy. Following this document is the Prezi presentation used to cover information on intrusive advising, involvement, sense of belonging, academic/social self-efficacy, and factor analysis for various scales used in the survey instrument. We also covered aspects of the qualitative portion of our research. The majority of the presentation/discussion centered around research design, as well as participants suggesting the need for our information to be used in delivering a workshop or being disseminated in the form of a best-practices article. Based on the feedback received, we wrote an article that was later published through NACADA titled *Implementing Intrusive Advising Principles for Adult Learners in Online Programs*. This article can also be found at the end of this document.

Academic and Social Adjustment of Adult Students at the University

Successful Adjustment
 University of North Carolina at Chapel Hill
 Center for the Study of Adult and Continuing Education
 What do we need to do next?
 Study Out to Drive Change
 Research Now to Lead the Way



What do we need to do next?
 Study Out to Drive Change
 Research Now to Lead the Way

Academic and Social Adjustment of Adult Students at the University

Successful Adjustment
What do we know about the factors that predict adjustment?
What do we need to do next?



What do we want to know?

How our interactions with students influence:

- Student level of involvement in the classroom
- Student level of academic self-efficacy
- Student level of social self-efficacy
- Student perceived cohesion to the university

Why do we want to know it?

- Adult students view the classroom as the fulcrum of their college experience
- Academic self-efficacy and persistence are related
- Involvement and persistence are related
- Sense of belonging and persistence are related

How do we classify our interaction with students?

Intrusive/Engagement Advising & Engaged Teaching

1. Research highlights positive impact on GPA and retention (Austin et al., 1997; McArthur, 2005; Thomas & Minton, 2004)
2. Facilitate responsible decision making
3. Increase student motivation (academic & social)
4. Engage content through real-world experience
5. Ensure probability of academic success

Students who perceive that someone cares about them and that they belong to the school community are more likely to be academically successful than those who do not feel any sense of care by the institution (Heisserer & Parette, 2002).

National Adult Student Priorities Report

Noel-Levitz, 2008.

Instructional effectiveness
Academic Advising/Counseling
Registration Effectiveness
Campus Climate
Service excellence

What does intrusive advising look like?

1. Combines prescriptive advising (expertise, structure, awareness of student needs) with developmental advising (consider whole student)
2. Proactive (attendance, grade monitoring, internal early warning system)
3. Coaching
4. Knowledge of all areas that impact students

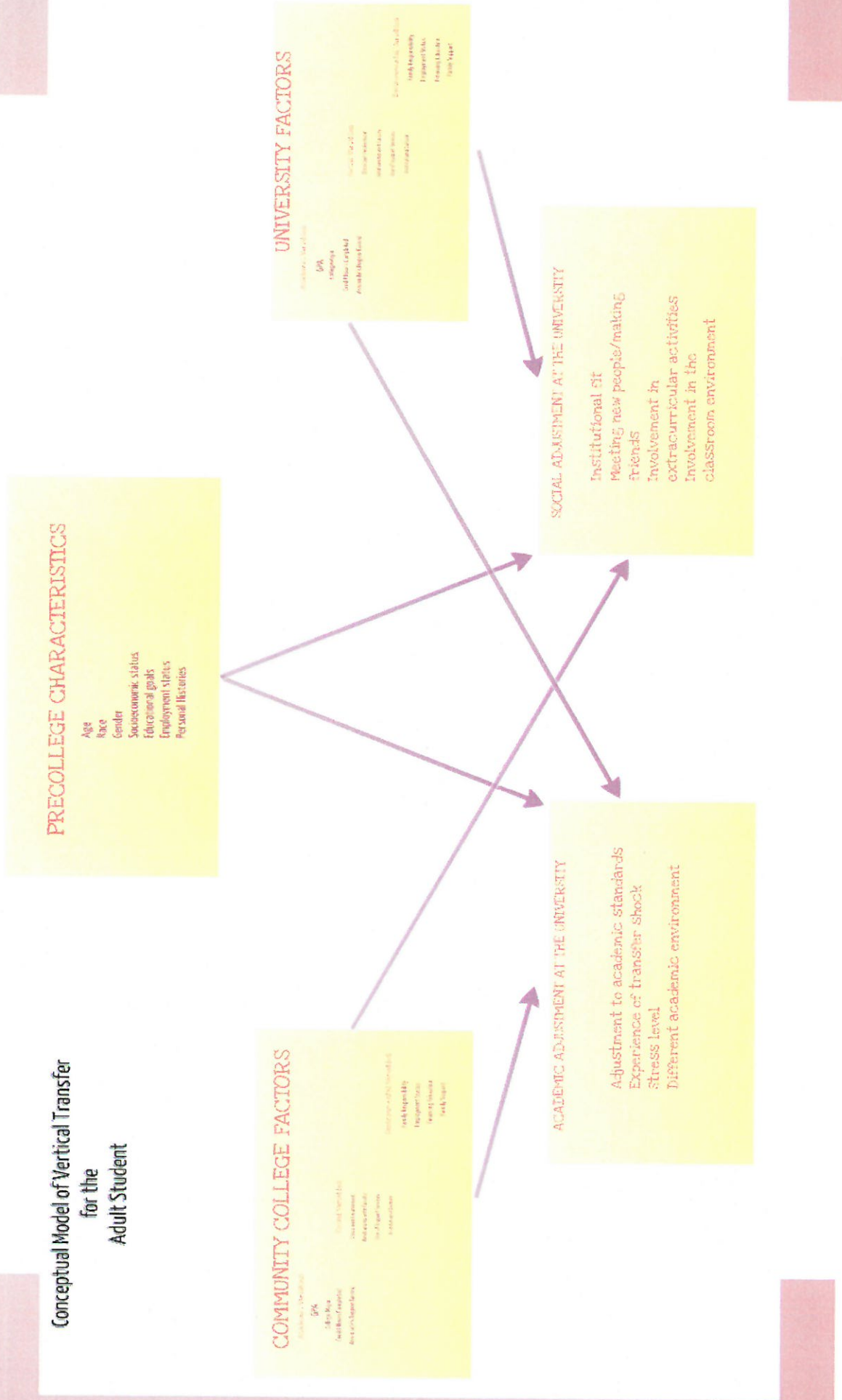
Aggressive, Invasive.....or.....Active Outreach

Not Hand Holding - Active Concern/Build Competence

Engaged Teaching for Adult Learners

1. Learner-centered courses
2. Active learning
3. Incorporate/apply past experience
4. Focus on direct application of content (case studies)
5. Value learner experience and input
6. Establish welcoming atmosphere

Conceptual Model of Vertical Transfer for the Adult Student



How do we define a successful transition?

Persistence?

GPA?

Academic Self-efficacy?

Belonging?

How do we measure success?

Self-efficacy scale for broad academic measures (SE - Broad)

College self-efficacy inventory (CSEI)

Perceived cohesion scale (PC - Scale)

Connecting classroom scale (CC - Scale)

Factor Analysis for SE Broad - Scale

Factor Analysis for CC - Scale

Factor Analysis for PC - Scale

SUMMARY AND DESCRIPTIVE STATISTICS FOR EACH ITEM OF THE SE-

BROAD SCALE (N = 375)

Item	M	SD
1. Complete the written communication general education requirements (e.g., courses in writing skills) with grades of at least a 3.0.	5.20	.92
2. Complete the arts and humanities general education requirements (e.g., courses in literature, history) with grades of at least a 3.0.	5.21	.89
3. Complete the social and behavioral sciences general education requirements (e.g., courses in political science, sociology) with grades of at least 3.0.	5.18	.94
4. Complete the physical sciences general education requirements (e.g., courses in biology, physical science) with grades of at least 3.0.	5.24	.73
5. Earn a cumulative GPA of at least a 2.0 after two years of study.	5.61	.75
6. Earn a cumulative GPA of at least 2.0 after three years of study.	5.45	1.20
7. Gain admission to your first choice college major.	5.21	1.02
8. Complete the requirements for your academic major with a GPA of at least 3.0.	5.01	1.10
9. Excel at this university over the next semester.	4.98	1.06
10. Excel at this university over the next two semesters.	4.99	1.07
11. Excel at this university over the next three semesters.	5.03	1.03
12. Graduate from this university.	5.47	.87

Reliability Coefficients of the SE-Broad Variable Factors

Factor name	Description	Alpha	# of items
EXCEL	Confidence to excel over time	.91	5
COURSEWORK	Confidence to complete coursework	.91	5
GPA	Confidence in GPA	.61	2

4 SUMMARY DESCRIPTIVE STATISTICS FOR EACH ITEM OF THE
CONNECTING CLASSROOM SCALE (N = 376)

Item	M	SD
1. For me, the community college classroom was the primary place for learning.	4.91	1.03
2. I liked discussing assignments and school work with my fellow students.	4.52	1.25
3. I liked it when the faculty asked about my real world experience and used that information to add to the classroom discussion.	4.84	1.08
4. The classroom defined my community college experience.	4.17	1.21
5. I liked hearing different opinions and arguments in class.	4.95	.95
6. I liked discussing new ideas in the classroom.	5.12	.89
7. I applied what I learned in class directly to my work.	4.49	1.18
8. I used what I learned in the classroom to build on my existing knowledge.	5.18	.89
9. The majority of my community college experiences were classroom related.	4.78	1.06
10. Generally, I liked doing group work at the community college.	3.34	1.37
11. I liked a free-flowing exchange of ideas between students and faculty in the classroom.	4.91	.93
12. Learning only took place within the walls of the classroom.	2.76	1.28
13. Community college instructors with real-world experience were more knowledgeable than those without it.	4.82	1.05
14. I was encouraged to apply past learning in the classroom.	4.53	1.05
15. I think that academic knowledge is valuable only if it reflects my own personal perspectives on life.	2.86	1.34
16. I just wanted to memorize facts.	4.33	1.37
17. I liked studying alone while attending community college.	2.48	1.16
18. I wanted faculty to tell me what I needed to know and then I would learn that.	3.29	1.21

Reliability Coefficients of Connecting Classroom Factors

Factor name	Description	Alpha	# of items
KNOWINT	Interaction of individual and knowledge	.85	3
CCLEARN	Connection of individual and learning content	.73	4
INVOLVEMENT	Classroom cornerstone of experience	.66	3
KNOWVALUE	Knowledge value	.57	3
PEERINT	Peer interaction	.65	3

SUMMARY AND DESCRIPTIVE STATISTICS FOR EACH ITEM OF THE

PERCEIVED COHESION SCALE (N = 375)

Item	M	SD
1. I feel a sense of belonging to this university.	4.14	1.26
2. I feel that I am a member of this university community.	3.99	1.32
3. I see myself as part of the university community.	3.95	1.35
4. I am enthusiastic about this university.	4.44	1.25
5. I am happy to be at this university.	4.74	1.20
6. This university is one of the best schools in the state.	4.37	1.25

Mixed-Method Study

New Admits at beginning of first semester

1. Complete Questionnaire that includes:
 - SE-Broad Scale
 - PC Scale
 - CC Scale
 - CSEI Scale

2. Participate in Interview

1st Interview Questions

1. How do you feel about your academic experience?
2. What aspects of your academic experience do you like the most?
3. Do you feel that you are academically prepared for your current level of study?
4. How do you feel about your academic performance?
5. How do you feel about your academic progress?
6. How do you feel about your academic achievement?
7. How do you feel about your academic success?
8. How do you feel about your academic achievement?
9. How do you feel about your academic success?
10. How do you feel about your academic achievement?

New Admits at end of first semester

1. Complete Questionnaire that includes:
 - SE-Broad Scale
 - PC Scale
 - CC Scale
 - CSEI Scale

2. Participate in Interview

2nd Interview Questions

1. How do you feel about your academic experience?
2. What aspects of your academic experience do you like the most?
3. Do you feel that you are academically prepared for your current level of study?
4. How do you feel about your academic performance?
5. How do you feel about your academic progress?
6. How do you feel about your academic achievement?
7. How do you feel about your academic success?
8. How do you feel about your academic achievement?
9. How do you feel about your academic success?
10. How do you feel about your academic achievement?

New Admits at beginning of first semester

1. Complete Questionnaire that includes:

SE-Broad Scale

PC Scale

CC Scale

CSEI Scale

2. Participate in Interview

1st Interview Questions

1. Tell me about your college expectations. (transition to Tech)
2. What expectations do you have for your academic advising experience? (academic advising expectations)
3. Can you tell me about your academic experience at previous institutions? (self-efficacy, transition)
4. To what extent do you think you are prepared for college courses? (self-efficacy)
5. How do you define academic success for yourself? (self-efficacy)
6. I feel comfortable as a student when _____. I don't feel comfortable as a student when _____.
7. Rate your confidence in your ability to earn your degree at this institution on a scale from 0 - 9. (self-efficacy)

New Admits at end of first semester

1. Complete Questionnaire that includes:

SE-Broad Scale

PC Scale

CC Scale

CSEI Scale

2. Participate in Interview

2nd Interview Questions

1. How did things go for you this term? (self-efficacy)
2. What thoughts do you have on how your experiences at previous institutions prepared you for your coursework at Tech? (self-efficacy)
3. How did your actual experiences in your classes at Tech compare with the expectations you had at the beginning of the semester? (self-efficacy)
4. What college resources helped you in your transition to Tech? (transition)
5. What is your relationship like with your academic/faculty advisor currently? (role of advisor in transition)
6. How did your experiences with your advisor compare with your expectations at the beginning of the semester? (expectations for advising)
7. After completing one semester, how do you feel about yourself as a student? As a student I feel confident when _____. I don't feel confident when _____. (self-efficacy)
8. How do you rate your confidence in your ability to earn your degree at Tech on a scale from 0 – 9? (self-efficacy)

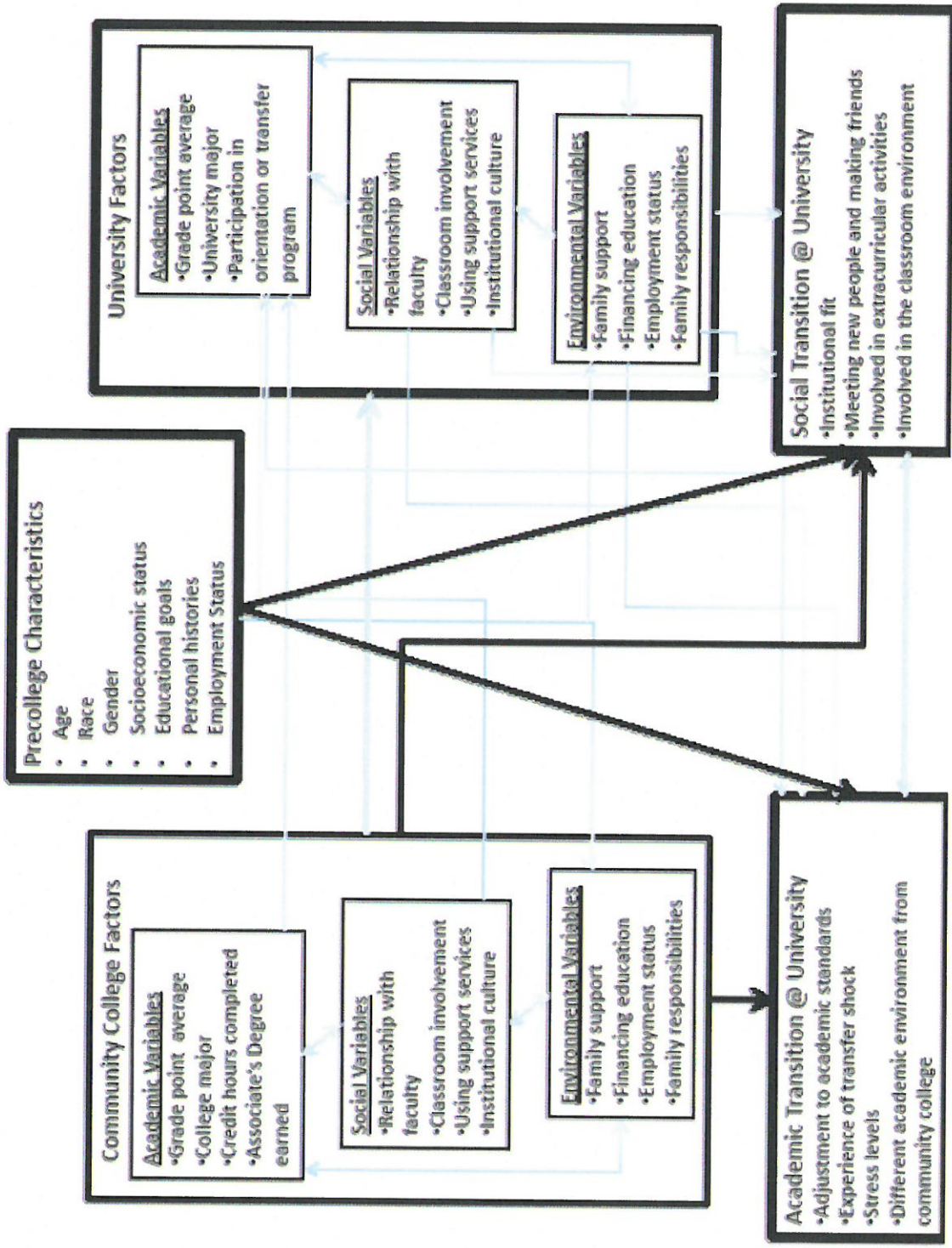
Successful Adjustment

How do our advising/teaching methods impact:

Involvement
Perceived Cohesion at University
Academic and Social Self-Efficacy

What do we need to do next?

Modify CC Scale for Online Learners
Determine how to use PC Scale



Engaged Teaching for Adult Students

(Marques, 2005)

1. Advisors should be involved in and knowledgeable of student's position and program
2. Advisors should be attuned to student's personal well-being IN the learning environment
3. Advisors should be available to the student in a multitude of ways
4. Advisors should develop and maintain a peer-to-peer relationship with the adult learner



Implementing Intrusive Advising Principles for Adult Learners in Online Programs

Implementing Intrusive Advising Principles for Adult Learners in Online Programs

Authored by: [Beth Giroir](#) and [Jeremy Schwehm](#)

According to the National Center for Education Statistics, 30% of undergraduate student enrollment at public and private institutions is composed of adult students aged 25 and above (National Center for Education Statistics (NCES, 2012). When making a decision to pursue a postsecondary degree, affordability and convenience often influence adult learners' choice of higher education providers (Pusser et al., 2007) leading more than 77 percent of prospective adult students to consider enrolling in a fully-online program (Stokes, 2006). Many adult students typically return to college in after an extended break, and are choosing to attend classes through an e-medium to attain their educational goals. Here authors outline how intrusive advising can support adult students' transition into fully-online program.

Overview of intrusive advising

Intrusive advising, also known as proactive advising, is an effective approach for reaching college students. The premise behind intrusive advising is to encourage the student to seek out assistance, by deliberately structuring "student intervention at the first indication of academic difficulty in order to motivate a student to seek help" (Earl, p. 28). "The intrusive model emphasizes the importance of the role of trained and responsive professionals to guide students toward degree completion." (Earl, p. 29).

Engagement academic advising, as defined by Yarbrough, can also be applied to the intrusive model. In the engagement model, the advisor is the primary mentor for the student in an academic setting. Students who have repeated advisor-advisee interactions are more likely to persist and graduate from the institutions (Yarbrough, 2002; Klepfer and Hull, 2012). In Yarbrough's model the advisor/mentor needs to be equipped with the following knowledge to be effective in the engagement model: (a) familiarity of degree completion; (b) academic catalog requirements, any changes, additions, or deletions to the institution requirements; (c) aware of any past challenges students may have faced with the major; (d) knowledge of interviewing techniques; (e) an understanding of the mentoring advising process (p. 65). It is also important that the advisor be familiar with the advising process of Yarbrough's model which includes the following steps: (a) identify student assumptions, (b) encourage the student to recognize unclear assumptions, (c) identify the future goals of the student, and (d) direct the student through the meeting the requirements of the curriculum (Yarbrough, p. 63-64). The merits of the engagement advising model compliment that of the intrusive model in that the goals of engagement advising are components that attribute to a successful intrusive advising experience.

Adult learning theory

In their Model of College Outcomes for Adult Learners (MCOAL), Donaldson and Graham (1999) highlight six experience areas for adult students: (a) prior experiences; (b) orienting frameworks such as motivation, self-confidence, and value system; (c) adult's cognition or the declarative, procedural, and self-regulating knowledge structures and processes; (d) the "connecting classroom" as the central avenue for social engagement and for negotiating meaning for learning; (e) the life-world environment and the concurrent work family, and community settings; (e) and the different types and levels of learning outcomes experienced by adults (p. 28). Advisors who use intrusive advising strategies to connect with students then should use MCOAL as a means for conducting the resulting advising session. When advisors use goal setting, explore students' past experiences, and ask questions that help students

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understand themselves, a comprehensive intrusive advising experience can be built for students.

Incorporating intrusive advising

There are four basic strategies to inclusive advising: care, proactivity, knowledge, and holistic. Regarding care, students who feel that the institution cares about them, or that they have an attachment to the institution, are more likely to persist and be academically successful than students who do not get that feel and effective attachment (Capps, 2012; Heisserer and Parette, 2002). Proactivity is another key component to the intrusive model; the advisor needs to make the first move with the student regarding advising and have contact with the student on a regular basis (Glennen and Baxley, 1985). The advisor also needs to be knowledgeable about the institution and the resources available at that institution (Yarbrough, 2002). By having this knowledge, the advisor can provide and/or direct the student to the resources necessary for student success (Upcraft and Kramer, 1995). The holistic factor is a hallmark for intrusive advising. Today's adult student has many external factors that impact their success as the institution; many have work and prior life experiences, have been exposed to different people and cultures, and are can be very independent (Giancola, Munz, and Trares, 2008). In order to effectively advise a student, it is important to know what outside influences might impact the student's ability to earn a degree, and how to balance those influences with the academic demands.

Overview and Application of advising model at mid-size, public institution

A mid-size, public institution is currently using the intrusive model with its undergraduate Accelerated Degree Program. This online program is comprised of approximately 800 students, with the vast majority being aged 25 and older. When a student inquires about this program, they are immediately assigned an advisor who will review any transfer institution transcripts and create an unofficial degree plan to help the prospective student determine their progress toward earning a degree. Once the student applies and is accepted to the institution, the same advisor will work with the student through phone calls, emails, or office visits to confirm the unofficial degree plan and move forward to find suitable courses for the next available term. At this point in the process, the advisor will discuss with the student any outside factors including family responsibilities, employment, civic duties, and other involvements, to determine, an appropriate semester course load for the student.

By understanding the non-academic factors that will have an impact on the ability for the student to complete coursework, the advisor can work to provide a balanced approach and not overwhelm the student. Once the student begins classes, the advisor will provide any other support the student needs and will seek out the student during the term if there are any issues (financial aid, registrar's office, veteran's affairs, etc.). Currently, the advisors contact the students at least three times per term; with average advising loads of 250 students for academic advisors and 75 advisees for faculty members, which provides the most manageable amount of quality contact the advisor can have with the advisee. The number of contacts with each advisee varies based on the needs of the students. Advisors contact students via email or telephone as these methods have proven to be the most effective for reaching students. . The advisor is the key point person for the student and works as the student's advocate with a variety of student support offices including financial aid, registrar's office, veteran's affairs, student accounts, and other campus offices. Many times the advisor will contact the student support office on the student's behalf to learn information applicable to the student's need. If the advisor can address an issue, it may be resolved in one call. If not, the advisor will pass the information along to the advisee and then coach the advisee to contact the student support office.

Many safeguards are employed to mitigate common obstacles students experience as they move toward degree completion. There is frequent communication between the advisor and other faculty and staff regarding the student's course performance, particularly for students who are on a probationary status. Additionally, an early warning system, coordinated through the university academic advising center, is utilized to proactively identify underperforming students. The earlier the student can be referred, the quicker any issues can be resolved. These safeguards require advisors to regularly communicate with faculty members regarding any student issues. With these protections in place, the advisor can be prepared for as many different scenarios surrounding the advisee's success but the advisor can never be ready for every type of situation that may occur. The primary goal is for the advisor to form a relationship with each advisee, thus building a continuous dialogue between the advisor and the advisee so potential situations can be handled with ease.

Conclusion

Adult students seek convenience and affordability when selecting a postsecondary institution. Academic advisors who use intrusive advising principles and are guided by adult learning theory can smooth the adult learner's transition into postsecondary education and positively

impact persistence to degree completion. As demonstrated in this article, intrusive advising can be successfully employed in a fully-online program to the successful completion of a baccalaureate degree.

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