School of Professional Studies Draft Report for the MSCHE Self Study

**I.ACADEMIC ADVISING AND CO-CURRICULAR SUPPORT**

**A. Introduction: Academic Advising and Co-Curricular Support**

Trinity has a well-integrated system of academic advising, co-curricular support and services that address a broad range of student conditions. Middle States Standards 8 and 9 expect an institution to have effective academic advising and student support programs that promote student success and address retention issues. Through the self-study process, the School of Professional Studies (SPS) analyzed the effectiveness of advising and support services delivered to working students at the undergraduate level. The results of this analysis reveal that: (a) all students receive academic advising at entrance, (b) most students receive adequate academic advising during their first two semesters and at the point they reach senior status (92 credits), (c) variances exist in the delivery of academic advising after their first two semesters, and during the sophomore and junior years, (c) SPS needs to strengthen measures of effectiveness of these services beyond counting how many times per semester each student has been contacted by their academic advisor and/or dean.

**B. Data Snapshots and Discussion**

1. Flow chart of Academic Advising in SPS

This chart explains the basic academic advising structure provided in the School of Professional Studies. All students are assigned an advisor for their major once they have been admitted. The advisors are assigned to specific majors to develop proficiency in those fields and their requirements. In addition to the check- in meetings and monthly emails listed above, all advisors host weekly online chats for students.

2. Interventional Advising in SPS

The School of Professional Studies engaged in interventional, or high- touch, advising with students at a variety of points. In addition to the situations mentioned above, a student can self- identify that they are in need of interventional advising. This generally happens when there is a health diagnosis, death in the family, or loss of employment or housing.

 3. A Snapshot of Annual Retention Rates in SPS (FA 12 to FA 13 and FA 13 to FA 14)

Data derived from the Fall to Fall Retention Report from Enrollment Services

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| Major | Fall 13 Retention |  |  | Major | Fall 14 Retention |
| BADM | 63.95% |  |  | ACCT | 100.00% |
| COMM | 70.59% |  |  | BADM | 78.87% |
| GENSTU/AA | 63.95% |  |  | COMM | 55.88% |
| HUMR | 76.99% |  |  | GENSTU/AA | 70.78% |
| PreNurs | 57.05% |  |  | Health Science | 75.00% |
| Criminal Justice | 60.00% |  |  | HUMR | 76.47% |
| Undecided | 60.00% |  |  | PreNurs | 61.85% |
| Total | 64.46% |  |  | Criminal Justice | 66.10% |
|  |  |  |  | Hum Res Man | 100.00% |
|  |  |  |  | Undecided | 43.75% |
|  |  |  |  | Total | 68.94% |
|  |  |  |  |  |  |
| Fall 2012 Class Level | Fall 13 Retention |  |  | Fall 2013 Class Level | Fall 14 Retention |
| First year | 59.70% |  |  | First year | 63.90% |
| Sophomore | 65.69% |  |  | Sophomore | 71.55% |
| Junior | 68.07% |  |  | Junior | 73.04% |
| Senior | 67.57% |  |  | Senior | 68.75% |
| Total | 64.46% |  |  | Total | 68.94% |

Annual retention for the part-time working adult is generally lower than semester persistence and a source of much attention. As noted in the data above, retention by class level is up in the Fall 2013 to Fall 2014 period over where it was in Fall 2012 to Fall 2013. In most cases, the retention is up in the individual majors as well. This is the result of aggressive outreach via phone, mail and email to all continuing students over the summer.

**C. Findings and Action Steps**

Key Findings:

* All students receive academic advising at entrance
* Most students receive adequate academic advising during their first two semesters and at the point they reach senior status (92 credits)
* Variances exist in the delivery of academic advising after their first two semesters, and during the sophomore and junior years when adult students tend to struggle
* Aggressive outreach over the summer leads to increases in retention

Action Steps:

* SPS will implement new strategies to measure the quality and effectiveness of the advising provided beyond counting how many times per semester each student has been contacted by their academic advisor and/or dean
* SPS will increase the level of advising provided to students after their first year
* SPS has begun to work with Student Services to develop programming to support mature adult students, first time to college adult students and other cohorts in their persistence and retention
* SPS will continue to utilize aggressive outreach techniques each summer to drive Fall retention
* SPS has begun to utilize the Dean’s List and Alpha Sigma Lambda induction to provide additional advising and support to high performing students

**D. Recommendations**

The School of Professional Studies does not have any recommendations at this time.