Intrusive Advising and Its Influence on First and Second Year Students: A Formative Evaluation of a Pilot Intrusive Advising Initiative at a HBCU in the South

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INTRUSIVE ADVISING AND ITS INFLUENCE ON FIRST AND SECOND YEAR STUDENTS: A FORMATIVE EVALUATION OF A PILOT INTRUSIVE ADVISING INITIATIVE AT A HBCU IN THE SOUTH

By

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# TABLE OF CONTENTS

List of Tables ................................................................................................................................. vi
List of Figures ................................................................................................................................ vii
Abstract.........................................................................................................................................viii

1 INTRODUCTION .............................................................................................................................. 1
   Background Knowledge .......................................................................................................... 2
   Purpose of the Study ............................................................................................................... 3
   Research Question ................................................................................................................... 4
   Significance of the Research ................................................................................................... 5

2 CHALLENGES FACED BY AFRICAN AMERICANS IN HIGHER EDUCATION: HISTORICAL
   OVERVIEW AND RESEARCH ON UNDERGRADUATE RETENTION EFFORTS .................... 9
   Socioeconomic Status of African Americans ........................................................................ 10
   Historically Black Colleges and Universities: Purpose and Current Challenges ............... 12
   Undergraduate Retention Theories: 1930 - Current .............................................................. 15
   Theoretical Research on Retention ....................................................................................... 17
   Research on Minority Retention Program: Characteristics, Components, and
   Effectiveness .......................................................................................................................... 22
   Academic Advising: Prescriptive, Developmental, and Intrusive ........................................ 27

3 INTRUSIVE ADVISING AT AN HBCU IN THE SOUTH ............................................................. 35
   Recruitment ........................................................................................................................... 39
   Objectives Improving Students’ Academic, Skills, Attitude, and Knowledge....................... 41

4 EVALUATION DESIGN AND METHODOLOGY OF THE PILOT INTRUSIVE ADVISING
   PROGRAM ....................................................................................................................................... 44
   Intrusive Advising Initiative Description .............................................................................. 45
   Quantitative Data Analysis: Grade Point Averages ................................................................ 51

5 PRESENTATION OF EVALUATION RESULTS ............................................................................ 54
   Disposition ............................................................................................................................ 59
   Perception .............................................................................................................................. 60
   Organization .......................................................................................................................... 62
   Academic Assistance .......................................................................................................... 63
   Decision-Making ................................................................................................................... 65
   Grades: Semester over Semester ........................................................................................... 67
   Treatment Group vs. Control Group ....................................................................................... 69

6 CONCLUSIONS AND RECOMMENDATIONS .............................................................................. 71
## LIST OF TABLES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Advising Approach Summary</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Changes in GPA of Students on Academic Probation</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Categorization of Prevailing Theories</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>Descriptive Data on Students Participating In the Intrusive Advising Initiative, Fall 2013</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Descriptive Data on Participating in the Intrusive Advising Initiative, Spring 2014</td>
<td>41</td>
</tr>
<tr>
<td>6</td>
<td>Researcher’s Interviewee Matrix</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Summary of Qualitative Data: Interviews</td>
<td>56</td>
</tr>
<tr>
<td>8</td>
<td>Conceptual Framework and Theme Correlations</td>
<td>58</td>
</tr>
<tr>
<td>9</td>
<td>Overlapping Themes</td>
<td>59</td>
</tr>
<tr>
<td>10</td>
<td>GPA Comparisons of Intrusive Advising: Before (Spring 2013) to After (Fall 2013)</td>
<td>67</td>
</tr>
<tr>
<td>11</td>
<td>GPA Comparisons of Intrusive Advising: Before (Fall 2013) to After (Spring 2014)</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>GPA Comparisons</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>STEM vs. Non STEM Comparisons</td>
<td>69</td>
</tr>
<tr>
<td>14</td>
<td>Freshman vs. Sophomore Comparisons</td>
<td>69</td>
</tr>
<tr>
<td>15</td>
<td>Treatment Group vs. Control Group</td>
<td>70</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

1. Integrationist Model ................................................................. 19
2. Five Components of Student Retention Framework ....................... 20
3. Forces Acting on the Geometric Model of Student Persistence and Achievement .... 21
4. Conceptual Framework ................................................................. 33
ABSTRACT

Historically Black Colleges and Universities (HBCUs) have granted educational opportunities to students with a diverse aptitude of scholastic success. As a result, many of these students require additional academic support and assistance. Through the process of academic advising, specifically prescriptive advising, many students receive guidance and solutions to their immediate concerns. As it pertains to career and life goals, the Developmental Advising approach is designed to assist students in selecting the ideal major and courses based on their respective interest. However, for the lower achieving students, research indicates that prescriptive and developmental advising is not as effective as intrusive advising and does not meet the needs of these students. Intrusive advising, an academic advising strategy designed to build relationships with students in an effort to anticipate their needs, was developed in the 1970’s and improved upon thereafter to offer additional support to students. This dissertation is a formative evaluation of intrusive advising on low achieving students at an HBCU in the south of the United States. Interviews were conducted with a sample of students who participated in the pilot program and the change in GPA data was collected. The results of this study provide insight into the impact intrusive advising can have on students’ academics and attitude towards education. Many participants in the study were able to improve their GPA and overall disposition towards their education. The analysis of intrusive advising on low achieving students highlights the importance of the interrelationship between advisor and advisee.
CHAPTER 1

INTRODUCTION

The focus of this study was to analyze the contributing factors that result in assisting low achieving African American students to improve academically at four-year institutions. This research study intended to contribute to the lack of data pertaining to minority students and intrusive advising, a more in-depth academic advising approach and to offer insight to university administrators, faculty, and staff as to the impact intrusive advising can have on at-risk students. The emphasis of the study concentrated on the students’ knowledge, skills, and attitude, as it pertains to academics. More specifically, the research study analyzed the impact, if any; intrusive advising has on low achieving students.

Intrusive advising is a student-retention intervention strategy, first developed in the latter part of the last century and often associated with the work of Glenn (1966) designed to offer assistance to low achieving students who exhibited an academic deficit, which result in unsatisfactory grade point averages and diminished disposition towards academics. The study was implemented at an institution in the southern region of the United States, first during the fall semester of 2013, with 25 students and again during the spring semester of 2014 with 20 students. The program was a pilot program which was the result an institutional assessment that determined the programs in place were not meeting the needs of certain students. As implemented, this semester-long intervention was designed to produce positive change in the program’s participants in the three areas of knowledge, skills, and attitude, thus assisting them in the transition from at-risk to more improved students holistically.

Using a cross-case comparative case study design, a sample of 12 students, drawn from both the fall and the spring programs were interviewed for their assessment of the effectiveness of
the intervention. Their responses were analyzed as (1) individual cases and (2) comparatively across the cases and (3) for any associations with student-level demographic and academic performance status including gender, age, classification, and change in GPA. In addition, change in GPA was determined as well.

**Background Knowledge**

Independent of the lens, the institution, or the geographic location in the United States of America, African Americans as a group seem to be at a disadvantage. This is evident by a plethora of statistics ranging from lacking scholastic achievements in specific categories, uneven salary compensation, to disproportional arrest and incarceration rates. Academically, the statistics continue to be equally alarming. The high school graduation rate for African Americans is below 50% and the graduation rate of African American males in college is only 22% in six years (National Center for Education Statistics [NCES], 2012). The implications of African American shortcomings and plight impacts the African American race in its entirety, ranging from absent fathers’ in the household to representation of African American males on college campuses. The research study does not seek to rectify the inequities impacting African American students holistically, but rather, the study seeks to contribute to add to the research on enabling low achieving African American students in increase their academic performance at four-year institutions.

**Summary of the Literature**

The literature is presented chronologically as it pertains to the history of institutional student retention efforts in the United States and then transitions to how modern retention efforts impact African American student achievement. As it relates to the dichotomy between African American student achievement and predominantly White institutions (PWI), the majority of this data, though insightful, examines the racial complexities and implications students of color endure, such as
isolation and cultural differences, while attending PWIs. Thus, the emphasis on the literature review for this study is to describe and, when available, provide data on, the effectiveness of the initiatives and efforts of two and four-year institutions, throughout the country, in remediating and retaining African American students. These institutions’ approach to enabling African American students academically is proactive, innovative, and appears to be yielding positive results. In addition, a significant portion of the literature review delves into the approaches organizations, such as retention offices at PWIs, explore and execute in order to recruit and retain African American students with the intended purpose of ensuring their student population remains diverse. The last component of the literature review emphasizes the importance and necessity of variables impacting retention such as mentorship, financial aid, goal setting, and other crucial factors that influence student performance.

**Purpose of the Study**

As an advisor at an HBCU, I have noticed many students struggle academically during their first few semesters. Grades during the early portion of a student’s collegiate career are important as grades are one determining factor as to what major the student will be eligible to pursue. For instance, most science, technology, engineering, and mathematics (STEM) fields require a minimum grade point average to qualify to study in the major. Furthermore, many graduate programs establish minimum grade point averages for prospective students. Thus, poor academic performance during a student’s first year can not only establish precedence for a dismal collegiate career, but also prevents the student from pursuing their interest at the undergraduate and graduate level. My research purpose is to explore the academic experiences of low achieving African American students at four-year institutions to help identify effective means to help this subgroup improve academically.
The retention of first year students is an issue that is a concern on most college campuses. The significance of this topic will be addressed in this study and it will conclude with suggestions for improving the retention of African American students. By identifying the extent and the nature of the impact intrusive advising can have on African American students, this study may influence policy so that more African American students could realize and achieve academic success through the increase of these advising programs. Second, this study is significant because of the ramifications the research can potentially have on graduation rates. For instance, Florida A&M University, currently has a 40% graduation rate in six years (Florida Board of Governors [FBG], 2011), and could benefit from a study that demonstrates the success of a specific program that allows campuses to offer more targeted approaches to assist the students. Furthermore, with the elevated scrutiny in the state of Florida for institutions with high student debt average, increased numbers of low achieving students and low graduation rate, the findings from this study could contribute to addressing the afore mentioned concerns.

**Research Question**

The researcher sought to better understand how intrusive advising contributes to assisting students to acquire the knowledge, skills, and attitudes needed to be successful at four-year institutions. This study, a case study of an Intrusive Advising Initiative, served as a formative program evaluation measuring program impact through change in GPA over time and by analyzing program participants opinions of the impact intrusive advising had on improving their academic performance. Thus, the research question is: *according to students self-reporting, how does intrusive advising help students acquire knowledge, skills, and attitude theorized to be related to future success at four-year institutions?*
History of Historically Black Colleges and Universities

Historically Black Colleges and Universities (HBCUs) were established during a period in America’s history where bigotry and racism were prevalent throughout the country, but heavily concentrated in the southern region. During this period, many of these universities commenced their educational journey, and African American males and females encountered resistance as it pertained to education. For instance, in 1962, James Meredith audaciously enrolled at the University of Mississippi as the first African American student in the history of the university. His presence on campus was opposed by the student body majority of Caucasians, and caused several riots, use of racial slurs, and threats so concerning that the U.S. Marshal, Boarder Patrol, and the Mississippi National Guard were stationed on campus to ensure Meredith’s safety (Meredith, 1966). In 1962, 125 years after the first institution for African Americans was founded, racism was still blatant and prevalent in America, further exacerbating the purpose and need for universities and colleges that would embrace minority education. Since the inception of many HBCUs, much has changed in society and in the realm of education, however the fundamental purpose of theses universities have not deviated.

Significance of the Research

The purpose of the study was to identify practices that low achieving students participating in the Intrusive Advising Initiative deemed helpful in improving their knowledge, skills, and attitude as these relate to academics. The significance of the study, as stated previously, could potentially reveal data that would enable underperforming students to achieve academic success; which as a result, may reap innumerable benefits to various other entities. The research study, designed to find best practices for assisting students academically, could serve as a foundation of practices in helping at-risk students. For instance, the data from the study could identify the practical approaches to remediating students and ensuring a rich educational foundation is
established so that students will be able to perform well in perquisite courses.

The results of this study not only influence student retention, but also help ameliorate the failure rate of freshman students. Also, the data from this study could identify, from a student perspective, the programs (tutorial labs, resource centers, etc.) that are beneficial and effective in the matriculation process of African American students. The successes and failures of the school can be identified, which will offer the administration more clarity as to which prevailing efforts are achieving the intended goals.

The study also generates nonacademic knowledge, such as student attitude and perspective, that will contribute to the understanding of societal ailments that continues to perpetuate in the African American community and contribute to their lackluster academic achievement and performance. Interviewing the students during this research study, in order to determine how intrusive advising impacted their academic performance and social behavior, revealed factors that result in poor academic performance. Awareness of the nonacademic causes for student educational shortcomings offers the institution’s leadership team insight as to what the prevalent issues are, as well as how to curtail the problem.

**Rationale for Qualitative Methods**

Morrow and Smith (2000) describe qualitative research as a means to understand and explain participant meaning. Creswell (1998) further elaborates by defining qualitative research as:

an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting (Creswell, 1998, p. 15).

Thus, using a qualitative methodology will allow the researcher to study the phenomenon of
intrusive advising in its naturalistic setting. The purpose of the qualitative research was to understand the impact intrusive advising had on African American students at a four-year institution.

A quantitative study, described by Creswell as being “one in which the investigator primarily uses post positivist claims for developing knowledge employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data” (Creswell, 2003, p. 45).

A quantitative study may yield useful data to assist in helping students increase their academic productivity, however the nature of this study required data as it relates to user experience. Comprehending program participants’ thought processes, attitude, and behaviors could be captured in a survey. However, interviews will serve as a more appropriate approach to gather this data. Furthermore, with a relatively small sample consisting of 12 students, and the lack of an experimental component, a qualitative study design is more appropriate for this research study.

**Definition of Key Terms**

**Case study.** A descriptive, exploratory or explanatory analysis of a person or group

**Cross-case study.** An analysis that involves an examination of more than one case; this can be either a variable-oriented or case oriented analysis

**Developmental advising.** An academic advising strategy designed that focuses on the development of an educational a career plan for the students.

**Formative evaluation.** (sometimes referred to as internal) is a method for judging the worth of a program while the program activities are forming (in progress). This part of the evaluation focuses on the process.

**HBCU.** Historically Black College or University – a college or university that was originally founded to educate students of African-American descent or university that was
originally founded to educate students of African-American descent.

**Intrusive advising.** An academic advising strategy designed to develop mentoring relationships with students that will enable them to continue to develop personally, academically, and professionally after the formal adviser-advisee relationship has ended.

**Intrusive advisors.** An academic advisor who develops a meaningful relationship with student, during a specified period of time, with an objective of addressing deficit area as it relates to academics.

**Traditional advisors.** Academic advisors who prescriptively advise students

**Prescriptive advising.** An academic advising strategy designed to deliver accurate information to as many students as possible in as efficient a manner as possible.

**Profile admit student.** Students that do not qualify for acceptance into the university based on their respective standardized test scores and/or grade point averages

**PWI.** Predominately White Institution, describes an institution of higher learning in which Whites account for 50% or greater of the student enrollment.

**Satisfactory academic progress.** The requirements as stated by the federal government and interpreted by an institution, which states the requirements and qualifications for students to receive financial aid.
CHAPTER 2

CHALLENGES FACED BY AFRICAN AMERICANS IN HIGHER EDUCATION: HISTORICAL OVERVIEW AND RESEARCH ON UNDERGRADUATE RETENTION EFFORTS

The primary focus of this literature review is to introduce prior research on undergraduate retention efforts throughout the history of higher education in the United States. This includes identifying factors that research suggests may contribute to student academic success holistically, and more specifically, to African American student retention and academic success at four-year institutions. However, initially, to establish why retention efforts and academic support systems for African Americans in higher education are so important, relevant societal issues and statistics which disproportionately affect African Americans, are presented. Establishing a clear depiction of impediments within the African American community offers insight as to possible reasons why more African American students are not achieving academically at two and four-year institutions.

Furthermore, the racial complexities in higher education throughout the 19th and 20th centuries, specifically, the emergence of HBCUs, are included to better understand the responsibility for and the obstacles faced by institutions presently in assisting African American students in graduating.

The history of retention efforts and enriching academic support for students in higher education has been paralleled with transitional periods throughout the history of the United States. These transitional periods, by the later portion of the 20th century, eventually segue into theories, frameworks, and programs designed to help us understand how to better assist disadvantaged populations, such as minorities groups, students from low income families, as well as other sub groups. More specifically to my interest, the approaches to improve African American student academic success in higher education, a plethora of studies, in recent years, have been conducted
with an emphasis on issues related to racial complexities, especially at PWIs. Though this research is valuable and enlightening, the review of the literature for this study focuses on theories, frameworks, or programs that are intended to increase African American students’ academic achievement at both HBCUs and PWIs.

Of the many institutional approaches to better assist students, an academic advising approach, called intrusive advising, has yielded compelling results at various institutions. Intrusive advising programs are prevalent at PWIs, and community colleges throughout the country. The results from these programs, at both two- and four-year institutions, have been positive results for students and institutions respectively. Examples from various institutions are incorporated in the literature review to describe various intrusive advising approaches and strategies.

The literature review commences with prevailing comparative statistics of African Americans to other races and general statistics about various issues as it pertains to the African American race. Next, the topic transitions to statistics on HBCUs to establish clarity as to the purpose of these institutions as well as the difficulties HBCUs are having in matriculating African American students. A historical analysis of institutional retention theories from the 1930’s to the present time offers a holistic perspective of posited theories and rationales of researchers to best service and retain students in higher education. Next, the contribution from PWIs and community colleges related to their initiatives to retain, remediate, and graduate African American students, is elaborated upon to understand approaches and rationale used by the respective institutions. Finally, the history of intrusive advising from the researcher’s perspective, as well as pertinent data from intrusive advising programs across the country, will be included to offer validity to this academic advising approach.

**Socioeconomic Status of African Americans**

Enrollment, high academic achievement, and college readiness at four-year institutions,
PWIs, and HBCUs, are ultimately a result of a myriad of intertwining factors that contribute to the student’s preparation, both academically and socially, for collegiate studies. These intertwining factors may include the socioeconomic status of the family, the academic foundation of the student, the student’s self-confidence as well as numerous other factors (Lotkowski, Robbins, & Noerth, 2004). Even though the aforementioned factors have been identified, many African American students still enroll at four-year institutions, ill-prepared for the rigor of university studies due to a lack of preparation (Baier, 2002). This lack of preparation reflects many of the issues that are prevalent in the African American community.

Data analyzed from the United States Census of 2010 and the Bureau of Labor Statistics, reveal alarming statistics in broad categories in education, health care, imprisonment, salary as well as other statistical categories. For instance, in October of 2012, the unemployment rate for Caucasians was seven percent as compared to 14.3% for African Americans (Bureau of Labor Statistics, 2012). The African American unemployment rate more than doubles the Caucasian rate, which delineates a racial disparity and lack of equity amongst races in the United States.

The lack of equity among races is not simply limited to the unemployment rate, disparity is also apparent in the incarceration rates. According to the Bureau of Justice Statistics, one in nine African American men, in 2009, between the ages of 25-29, were imprisoned as opposed one in 27 for Latino men, and one in 60 Caucasian men of the same age (Bureau of Justice Statistics, 2011). As evident by the statistics, more African American men are being incarcerated than any other race, which is a discrimination issue in the penal system, but more so, as it relates to the research topic, a family and societal problem. The absence of the father figure in the household, according to Nord and West (2001), has an adverse effect on a child’s educational experience. Nord and West (2001) write, “Fathers’ involvement in schools is associated with the higher likelihood of a student getting mostly A’s. This was true for fathers in biological parent families, for stepfathers, and for fathers
heading single-parent families” (p. 38). However, due to a disproportionate amount of African American men in prison, many potential African American college students, males and females, are potential at a psychological or emotional disadvantage.

The racial disparities and social inequities are prevalent in other categories, such as health care, salaries, and education. These disparities, when intertwined and compounded through the first 18 years of a student’s life, potentially can have an adverse influence on a student as they prepare to enroll in at a college or university with other students, who were not socially or economically challenged to the extent of their African American counterparts.

**Historically Black Colleges and Universities: Purpose and Current Challenges**

According to Earl (1987) the purpose of HBCUs was to offer educational opportunities to African Americans at a time when racial disparities were prevalent in the United States. Earl writes,

During the years of strict and legal racial segregation in the United States, HBCUs served as "islands of hope" where blacks could learn to read and write without the fear of being retaliated against. The primary purpose of HBCUs was to educate black Americans, which they did almost exclusively from 1865 to the 1950s (Earl, 1987).

Historically, HBCUs have not only offered opportunities to students to pursue a college education, they have also provided a culture enriched with heritage and legacy stemming from their inception. This culture fosters an educational experience that many PWI’s cannot offer. Jacqueline Fleming (1984) reports African American students attending HBCUs show better intellectual adjustments than African American students at PWIs (Fleming, 1984). A myriad of studies addressed the significance of the HBCUs environment, specifically the plethora of African American professors, the concentration of intellectual African American students, and the acknowledgment of contemporary African American issues. Allen (1992) addressed the impact of the HBCUs environment and how it positively influences students. Allen writes, “Blacks students
emphasize feelings of engagement, connection, acceptance, and extensive support and encouragement” (Allen, 1992). Palmer (2008) writes, many African-American students continue to enroll at HBCUs to experience the cultural awareness and positive psychosocial adjustments that is affiliated with attending HBCUs (Palmer, 2008). Fleming’s three-year study compared the experiences of African American and white students at 11 PWIs and seven HBCUs. Fleming (1984) theorizes,

Males in Black colleges exhibit the happiest adjustment to college life that can be found. Despite some ambivalence surrounding their interactions with teachers, their experience is more strongly characterized by absorption with role models, greater satisfaction, and positive outcomes from the educational experience, and gains in assertiveness of self-expressions and in dealing with others (Fleming, 1984, p. 168).

Fleming went on to explain that African American students attending HBCUs experienced more meaningful contact with faculty and had higher career aspirations. Fleming also noted benefits of African American students attending PWIs. For example, Fleming described African American women in her study that attend PWIs, were more assertive and independent than those that attended HBCUs. For African American males, the lack of male presence on PWI campuses resulted in increased unhappiness, but greater career development. Overall, Fleming concluded African American students may perform better academically and have a greater chance of success at HBCUs. Though Fleming’s research is dated, it serves as one of the foundational studies to understand that influence HBCUs can have on African American Students (Fleming, 1984).

Despite the aforementioned benefits of HBCUs, recently, politicians in various states, questioned whether HBCUs are still necessary and effective, due to the low graduation rates of many HBCUs throughout the country. Despite over 100 HBCUs in the country, as of 2013, only four have a graduation rate over 50% in 6 years (JBHE, 2012). This statistic is alarming considering
the number of students enrolled at HBCUs rose by 45% between 1976 and 2011, from 223,000 to 324,000 according to the United States Institute Education Sciences National Center for Education Statistics. An institution in Georgia, Spellman, leads the graduation rate amongst HBCUs, with a 79% graduation rate in six years in 2011. Conversely, Morehouse College, a male institution, has a 61% graduation rate in six years, which substantiates HBCUs can be successful academic institutions.

On the contrary, to put the dichotomy in perspective of successful HBCUs compared to less successful HBCUs, institutions like the Texas Southern University and the University of the District of Columbia, have an 11% graduation rate in 6 years. With a considerable range in HBCU graduation rates, it is important to understand the dilemma many of these HBCUs are facing. Due to desegregation and society’s gradual acceptance of other races, the option to attend a HBCU shifted from being the primary institution of higher learning to only one of many options for African Americans students. To further exacerbate the issue, the vast majority of HBCU students, first generation and low-income students, are receiving less funding and financial support than in previous years. The change in Federal Pell Grants in 2011, reduced funding from 18 semesters to only 12 semesters of college. This, coupled with stricter qualification requirements for parents to receive Parent Plus Loans, had an adverse affect on both the students’ ability to finance college and HBCUs enrollment. Conversely, the University of Alabama, an institution in the south, where racial inequities was prevalent, has 58% minority graduation rate despite the absence of many of the benefits that HBCUs offer (http://collegemeasures.org, 2012).

Many HBCUs accept students who generally do not meet the institution’s admission requirements based on their respective standardized test scores, grade point averages, and/or other admission requirements. Generally, these students also do not meet the acceptance requirements of other academic institutions due to aforementioned reasons. Many of the students are disadvantaged
because of their socioeconomic status, poor educational foundation, and a plethora of other reasons that contributed to their unattractive academic status. In previous years, many HBCUs offered educational opportunities to these low achieving students, however these students have had an adverse affect on many HBCUs graduation rates. With the transition to performance based funding and the implementation of new funding models in many states for public colleges and universities, future funding and resources will be contingent based on variables such as course completion, time to degree and transfer rates. This funding model transition, which was previously based on student enrollment, places HBCUs in a unique position of continuing to extend educational opportunities to students who do not meet the admission’s requirement. This potentially impacts performance indicators and ultimately reduces future revenue.

According to an estimate, approximately three-fourths of African American college students now attend PWIs (Fleming, 1984). The transition from being the only educational opportunity to being one of many educational opportunities for African American students pursuing a college education, places HBCUs in a complicated predicament. Coupled with low graduation rates and changing funding models, HBCUs must be able to accurately access and meet the needs of their students.

**Undergraduate Retention Theories: 1930 – Current**

Attempts to understand undergraduate student retention in higher education date back to the 1930’s in the United States. According to Berger and Lyon (2005), the earliest study of undergraduate retention occurred in the 1930’s and focused on student mortality, which is a dated term that refers to students’ failure to graduate. A study lead by John McNeely and published by the United States Department of Interior and the Office of Education sought to understand reasons for student departures from higher education. This study by McNeely established precedence for examining student retention. However, according to Thelin (2004), it was not until the 1950’s that
college enrollment dramatically increased due to the GI Bill and as a result, institutions began to monitor retention and student enrollment rates.

During the 1960’s, an array of factors ultimately had an indelible impact on higher education. The Civil Rights Movement, President Lyndon Johnson’s War on Poverty, as well as protests across college campuses for the United State’s involvement in Vietnam War, resulted in equity issues in higher education and society holistically, according to McDonough and Fann (2007). However, it was not until the passing of the Higher Education Act of 1965 that allowed increased access to higher education and financial support for more students, that institutions established more academic support services for students. During this decade, the study of undergraduate retention began to materialize with the publication of Gekoski and Schwartz’s (1961) Student Mortality and Related Factors and Panos and Astin’s (1968) article Attrition Among College Students, which gave credence to the field of undergraduate student retention.

During the 1970’s and the 1980’s, a growing interest in the topic of student retention in higher education resulted in the publication of several research studies. Spady (1970) posited that social integration could have an impact on student dropout rates in higher education. Spady identified academic potential, normative congruence, grade performance, intellectual development and friendship support as factors that contribute to improved student retention.

Tinto (1975) suggested student retention was contingent on both informal and formal academic experiences. Tinto’s research served as the foundation for many researchers studying student retention in higher education. During the 1980’s, researchers continued to examine variables that could potentially influence student retention. Bean (1980) theorized student retention could be impacted by variables such socioeconomic status, academic performance and distance from home. Astin (1980) created a model of student development, for students enrolled in an institution of higher education. This model, as described by Pascarella and Terenzini (2005), includes student
demographics and prior experiences; environment, including the experiences a student encounters during college; and student characteristics including knowledge, attitudes, and beliefs post-college.

Finally, in the 1990’s to the present, much of the retention literature concentrates on underrepresented populations to address diversity and graduation rates on colleges campuses.

During the 1990’s, Tinto (1993) continued to focus on identified student groups such as African American students, students from low-income families, and transfer students within higher education. During this era, emphasis was placed on improving support services. Tinto (1999) emphasized the importance of academic advising and the vital role it plays in assisting students. Swail (1995) published a model which emphasized the importance of university components such as financial aid, admissions, support services, and others working in tandem to ensure student matriculation and progression. At the turn of the millennium, research on student retention continued to concentrate on factors that assist in student progression. Tinto (2004) suggested institutions must offer support services that are easily accessible and student connection with the institution is important. Lastly, Habely (2004) emphasized interaction between various agents on campus has a directly correlation with undergraduate retention.

As this overview indicates, since the 1930’s, researchers have sought to understand best practices in helping students progress academically.

**Theoretical Research on Retention**

Many PWI institutions throughout the country have instituted programs and initiatives to address minority retention and their academic progress. Many researchers have conducted studies, formulated theories and frameworks, and published articles and books pertaining to African American or minority academic progression. This influenced the direction and approach many institutions have opted to premise their retention efforts and programs. As mentioned, Tinto (1975) created a theoretical framework (Figure 1) that postulated students’ academic and social integration
are important predictors in college student satisfaction. Tinto writes:

Persistence in college is, however, not simply the outcome of individual characteristics, prior experiences, or prior commitments. As developed here, one must view dropout from college as the outcome of a longitudinal process of interactions between the individual and the institution (peers, faculty, administration, etc.) in which he is registered (Tinto, 1975, p. 103).

Tinto’s (1975) model is divided into two factors, goal commitment and institutional commitment, which ultimately impact a student’s decision to drop out of college. Both goal commitment and institutional commitment are influenced by variables consisting of family background, individual attributes, and pre-college schooling, that serve as foundational starting point of a student. Due to students’ various socioeconomic conditions, quality of secondary schooling, and academic abilities, students begin their collegiate journey at different levels. However, they are still expected to perform well academically and successfully socially integrate into the university. As per Tinto’s model, student goal commitments are impacted by grade performance and intellectual development and institutional commitments are impacted by peer group interactions and faculty interactions. For students that successfully integrate academically and socially at their institution, the likelihood of dropping out is reduced.

In the process of studying causes for students dropping out of school, Tinto identified the importance of interaction among students and agents on campus. Regarding social integration, Tinto also identified social comfort as being a factor impacting student retention. Tinto expressed, “Of the various forms of social interaction that occur within the social system of the college, peer-group associations appear to be most directly related to individual social integration” (Tinto, 1975, p. 110). Tinto’s framework is applicable to all students, but it will used as a guiding framework for this study.
Swail (1995), in an effort to reduce cohort default rates on student loans, conducted a study using a modified Delphi process to “validate a conceptual framework for student retention that was developed from an extensive review of literature” (Swail, 1995, p. ii). Swail created a student retention framework comprised of five primary factors: recruitment and admissions, academic services, curriculum and instruction, student services, and financial aid, that are generally associated with reasons for students defaulting on their loans payments. Swail’s theoretical framework was successful in two ways. Institutions that adopted and implemented his theory were able to put an emphasis on the five components, through respective initiatives, such as First Year Experience programs and faculty mentoring programs, and as a result, student retention increased as did graduation rates. The increase in retention and graduation rates also resulted in a decrease in loan default rates. Galloway (1999) conducted a research study consisting of data from 80 HBCUs, utilizing the Swail’s theoretical framework, in an effort to determine if decreasing institutional cohort default rates results in increasing student persistence to earning a degree. The results of the
study revealed the majority of the institutional strategies, tightening admission policies, increasing spending on academic services, and spending on instructional services, led to a decrease in the institution’s default rate. Swail’s study, according to Galloway, focused on the issues and barriers facing minority students at HBCUs and other minority serving institutions (Galloway, 1999). These five components serve as a foundation as it pertains to student retention at universities and colleges.

Figure 2. Five Components of Student Retention Framework (Swail, 1995)

Swail (1995), referencing from Tinto (1975) and Astin’s (1977) minority student retention models, also constructed a more in-depth conceptual framework that focused on a non exhaustive list of academic, social and institutional factors that has an impact on student academic performance. Figure 3 displays the connection between the institutional factors of a college or university as it relates to the academic and social skills of the students. The students’ success or lack thereof is contingent on various mitigating variables, though non exhaustive, as identified by Swail (1995).

Swail’s model on student persistence and achievement (Figure 3) captures the variables that may impact a student’s experience at a four-year institution. Broken down into three categories; academic, social, and administrative, Swail’s model delineates factors that impact
student retention. Similar to Tinto (1975), a focus on the student’s academic success and social integration, comprised of two-thirds of the model. The final component of Swail’s model delves into the administrative factors, which is concentrated on many of the nonacademic factors, such as financial aid and student services, but is integral in student retention. Swail’s model, though not exhaustive, captures many of the mitigating variables that impacts student retention.

Galloway writes,

If one conceptualizes the triangle as the student college experience, one can think abstractly about the various factors that may impact the experience. Academic preparation, readiness for college, maturity, social awareness, ability to get along, and the myriad of their developmental issues all have some impact on a student’s ability to persist in school (Galloway, 1999, p. 3).

*Figure 3. Forces Acting on the Geometric Model of Student Persistence and Achievement* (Swail, 1995)

Swail’s research explicitly delineated factors, such as critical thinking ability, social coping
skills, and academic services to name a few, that potentially could influence a student’s academic progress.

**Research on Minority Retention Program: Characteristics, Components, and Effectiveness**

The frameworks of Tinto (1975) and Swail (1995) served as a foundation for many institutions’ retention efforts for minority students. In this section, I researched programs at both two- and four-year institutions, designed to increase minority recruitment, matriculation, and graduation rates. The programs listed, through not exhaustive, were discovered through researchers including respective programs in their publications describing prominent programs at both PWIs and HBCUs. Also, through utilizing Google Scholar, the researcher searched for programs at both two and four-year institutions that had components that appear to be effective, impactful and a unique approach to assisting minority students.

The following section will include a program description of retention efforts at six different institutions, targeting different populations. They include two community college efforts, two four-year PWI colleges, and two efforts targeted at female students, one at a four-year college and one at a community college.

Researchers in the state of Mississippi, Susan Scaggs and Elizabeth Burns (2004) conducted a study to understand how best to retain African American males at community colleges based on identifying the best practices of community colleges in Mississippi that yielded the highest graduation rates. Burns and Scaggs (2004) write,

The current research on Black male retention in Mississippi public community and junior colleges will allow for the documentation of best practices in retention of this specific population of students within the Mississippi public community/junior college system. The purpose of the study was to identify which of Mississippi’s fifteen public community/junior colleges have been able to retain the highest number of Black male students and to analyze
the method and programs implemented by these institutions to successfully retain Black male students. The study examined the number of Black males who graduate from each Mississippi public community/junior college and explored the efforts of Mississippi public community/junior colleges to retain Black male students (Burns & Scaggs, 2004)

With only nine percent of African American males in the community college system in Mississippi receiving a degree or transferring, the need to learn how best to retain this target population was of paramount concern. The findings from the study revealed five components that were posited to be successful in Mississippi for retaining and matriculating African American male students. The researchers found that student development, services for at risk students, course placement, testing and regulations, and extracurricular activities were pivotal in ensuring students achieve high academic success (Burns & Scaggs, 2004). For instance, Burns and Scaggs (2004) suggested having new student orientation specifically for African American men, monitor students in remediation courses consistently, as well as other initiatives to better assist minority students. The findings of Burns and Scaggs align with both Tinto and Swail’s framework, specifically the need for a successful social and academic integration.

St. Louis community college in Montana, established the African American Male Initiative (AAMI) in 2009 as means to curtail dwindling African American male enrollment. The AAMI program was charged with the responsibility of increasing the persistence rate and academic achievement of African American male students and to improve the understanding and focus among faculty members and staff of challenges faced by African-American males as they enter college. This program is funded by the Department of Education, is designed to offer technology, textbooks, tutoring services, academic monitoring and other services to enrich the African American male’s academic experience. St. Louis community college opted to establish a separate program, premised on Tinto’s academic integration model.
In an effort to identify the causes for African American male students withdrawing from two-year institutions, Wood (2011) found that academic problems, dissatisfaction with the program, and family responsibilities were the three leading causes of withdrawal. Wood’s (2011) findings intertwine with the academic, social and institutional factors Tinto (1975) and Swail (1995) identified as being necessary to retain students. The St. Louis community college AAMI program achieved progress with their target population, African American males in recent years. During the 2012-2013 academic year, out of the 385 students, 126 AAMI students maintained a 2.5 cumulative grade point average or higher and 16 and 10 AAMI participants carried a 3.5 cumulative grade point average or higher during fall 2013 and spring 2013, respectively.

Community colleges have the opportunity and responsibility to educate and matriculate students to ensure their educational goals are achieved. In a research study, Glenn (2001) identified that African American males are “disproportionately more likely to enroll at community colleges versus four-year institutions, have tended to earn a lower grade point averages and higher attrition rates” (Glenn, 2001, p. 3). As it relates to African American males, many four-year institutions are implementing programs to further assist this target population and to curtail the amount of students withdrawing.

Efforts to retain and matriculate African American male students is also apparent at PWIs as well. Collectively, their mission is to maintain a diverse population of students to enrich the academic experience of the student body, as well to offer support and guidance to their respective African American male students. Cuyjet (2006) writes on the importance of relations between races on college campuses. Cuyjet writes, “The relative absence of African American men on college campuses lessens the opportunities for non-African Americans to engage in face- to-face interactions that provide experiential learning about the true nature of other people” (Cuyjet, 2006, p. 12). With the desire to obtain a multicultural student population, many PWIs have opted to
Institute retention programs.

In 2010, the University of Akron, implemented the “Rising to the Occasion” program specifically designed to address the needs of African American male students. The activities of the program varied from creating small groups that take course and attending study groups together to launching the “Rites of Passage” program that emphasized self-esteem, identify, personal responsibility and professional development. Jennifer Thomas, Akron’s Program Director stated, “Rising to the Occasion will help African-American men adjust to the rigors of college, develop confidence, and create lifelong networks that can transform their lives and their communities”.

Many of the program’s components are premised on the learning communities concept designed for growth academically as well as communally. Self reportedly, for the 2012-2013 cohort, the average grade point average for students in the cohort is 2.388, compared to 1.47 and 2.37 for all African-American and white male freshmen at the University of Akron respectively. Many of the core components of the “Rising to the Occasion” Program were categorically apart of Tinto and Swail’s frameworks, specially the social integration aspect.

The University of North Carolina Chapel Hill (UNC), though their Carolina First Program, fosters a similar retention effort structure like the University of Akron. UNC, created an early warning system that alerts students within the fourth to seventh week of the semester of pending academic concerns through the warning system and university email. Administrators at UNC identified crucial periods in the semester, which student grades could be salvaged if appropriate actions were taken. Though no data was available to substantiate the effectiveness of the early alert system, a study released by the University of North Carolina Office of Institutional Research and Effectiveness in 2010, show 64.2% of African American students graduated in four-years. African-American males and females, attending UNC, graduating in four-year were 49.2 and 71% respectively (“Retention Study”, 2010).
As it relates to African American female students, many institutions across the country have enacted various programs specifically designed to address the difficulties many of African American female students encounter during their tenure at four-year institutions. For instance, the University of Arkansas at Little Rock, an African American Female Initiative (AAFI) program was created to address the needs of female students of color. With an adopted motto of “Failure is not an option”, the AAFI program offers individualized attention to female students by catering to their needs and concerns. The AAFI program is comprised of faculty mentoring, peer mentoring, and individualized customer service per participant. Self reportedly, 55% of program participants earned a 3.0 grade point average or higher, and 91% of program participants returned for the spring semester (http://ualr.edu/studentsuccess/our-beginning/).

Minneapolis Community and Technical College created a similar program with the intended purpose of appealing to the social and academic needs of their African American female students. The program, Sister2Sister, is designed to emphasize academics, cultural enrichment, personal development, financial affairs, and a plethora of other services. The specific objectives of the Sister2sister program include the following:

- A supportive community that creates access/pathways to resources
- Academic advising services to guide students from admission to graduation
- Career development opportunities
- Mentoring
- Math and writing institutes
- Peer and faculty tutoring
- Study jams
- Service learning opportunities
- Sense of belonging

Despite the institution or strategic approach in assisting low achieving students in improving scholastically, a commonality between many of the aforementioned programs are the shared responsibility between institution and the individual. More specifically, helping a student improve takes the effort of both the student and the institution, thus placing the shared burden of
responsibility on both entities. The institution should not only offer resources to address the various needs of their students, both high to low achieving, but also understand the complexity and ever-changing dynamics of 21st century student. Conversely, students have the responsibility to seek and utilize the resources available on campus designed to help in their matriculation. The collegiate programs designed to help African American students achieve academically, yield success due to the acceptance of shared responsibility between student and institution.

**Academic Advising: Prescriptive, Developmental, and Intrusive**

At the core of all undergraduate retention programs is academic advising. Most institutions today have a dedicated office and dedicated staff that focus directly on retention efforts and, more specifically, on direct student academic advising. This section will provide an overview of the three predominant approaches to academic advising, the attributes of each and the rationale for the decision by the HBCU in this study to pilot a program of intrusive advising. Robert Glennen was one of the first researchers to introduce the concept of intrusive advising in 1975 (Upcraft, 1995). According to Glennen, intrusive advising is action-oriented in involving and motivating student to seek help when needed. Utilizing the good qualities of prescriptive advising (expertise, awareness of students needs, structured programs) and of development advising (relationship to a student’s needs), intrusive advising is a direct response to an identified academic crisis with a specific program of action (Upcraft, 1995).

In 1987, Walter Earl analyzed the various levels of academic advising, and noted three in particular that had an impact on student outcomes. Prescriptive, developmental and intrusive advising, according to Walter, were to have different purposes and yields different results as it relates to student outcomes. Of the three advising methods mentioned by Earl, prescriptive advising, seeks to prescribe curriculum requirements, rules, and regulations (Earl, 1987), which addresses the expectations of the students, but ignores the motivational component. He indicated that prescriptive

The developmental advising strategy offers more interaction and dialogue between advisor and advisee. Winston, Ender, & Miller (1982), describe developmental advising as a collaborative, process-oriented relationship between advisor and student where the student’s total educational, personal, and career goals are the main focus (Winston, Ender, & Miller, 1982). By definition, intrusive advising is used to describe the model of advising as action oriented by involving and motivating students to seek help when needed (Earl, 1998).

Robert Glennen was one of the first researchers to introduce the concept of intrusive advising in 1975 (Upcraft, 1995). According to Glennen, intrusive advising is action-oriented in involving and motivating student to seek help when needed. Utilizing the good qualities of prescriptive advising (expertise, awareness of students needs, structured programs) and of development advising (relationship to a student’s needs), intrusive advising is a direct response to an identified academic crisis with a specific program of action (Upcraft, 1995). Glennen and Baxley (1985) continued to research the topic of intrusive advising and described it as continuous contact on a regular basis throughout the year instead of waiting until the normal once or perhaps twice-a-semester mandatory advising sessions, or until the student is in serious academic trouble.

Since 1975 and 1998, the concept of intrusive advising has modestly changed; however, the underlying premise is still the same. Intrusive advising is a proactive attempt by the institution to motivate students toward increased academic achievement. The primary difference between developmental and intrusive advising is the motivational desire of the advisee to seek help. Earl’s (1987) definition of intrusive advising includes the caveat that students must be motivated to acquire the necessary assistance. This translates to students regularly seeking assistance from the various
Intrusive advising draws from both prescriptive advising, prescribing a course of action depending of the advisee situation, and developmental advising, offering access to advisers during critical times, to form a hybrid of both approaches.

Intrusive advising, as the name suggest, involves in-depth and unique approaches to assisting students designed to garner specified results, such as an increased grade point averages. Garing (1992) describes intrusive advising as deliberate yet generally developmental in nature, and serves as a mechanism for advisors to build relationships with students. This relationship, according to Jeschke, Johnson, and Williams (2001) can be developed through consistent contact and during periods that are deemed critical times throughout the semester. Jeschke, Johnson, and Williams (2001) explain that contact can exist between adviser and advisee through the utilization of email, phone calls, meetings, and text messaging. Intrusive advising seeks to develop meaningful relationships with students in an effort to increase success in a specified area in the advisees’ life.

Abelman and Molina (2002) describes the repeated contact with students as the greatest opportunity to identify problems and generate responsibility for problem solving and decision making. Fostering a relationship with advisees presents opportunity for issues and concerns to be addressed before the situation has the potential to worsen. According to Lee Upcraft (1995) academic advisors who practice the art of intrusive advising place an emphasis on students’:

- academic preparation and a willingness to assist them in exploring services and programs that can improve their skills and motivate them to complete their degree, certificate, or educational plan. It also means taking an interest in them personally and approaching them with an open and caring attitude (Upcraft, 1995, p. 104).
Table 1

**Academic Advising Approach Summary**

<table>
<thead>
<tr>
<th></th>
<th><strong>Emphasized</strong></th>
<th><strong>Less Emphasized</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescriptive</td>
<td>Quick Solutions; impersonal; efficient</td>
<td>Feelings; Thoughts of the student</td>
</tr>
<tr>
<td>Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td>Discussions on Academic goals, plans, and actions between advisor and student</td>
<td>Quick solutions, in-depth relationship building;</td>
</tr>
<tr>
<td>Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrusive</td>
<td>Ongoing relationship building between advisor and student; Focus on issues that may impact academic performance</td>
<td>Focusing on only academic issues; impersonal</td>
</tr>
<tr>
<td>Advising</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In comparison to prescriptive advising, Vander Schee (2007) describes the importance of an advising approach that is more comprehensive and addresses the ever-changing needs of the students. Vander Schee that the traditional prescriptive approach may be ineffective because it does not address the root causes of poor academic performance, which are not necessarily related to the unsuccessful execution of student academic strategies (2007). Intrusive advising is a proactive approach designed to identify student deficit areas and assist students in reaching their desired goals.

Research to date on intrusive advising suggests that it may yield positive outcomes on selected outputs. Glennen described the various benefits of intrusive advising, reported that reduced attrition rates, increased the number of students on honor roll, decreased the number of students on probation, and reduced the number of withdrawals from the school were results (Glennen & Baxley, 1985). In this article, Glennen and Baxley (1985) described a Western New Mexico University that had experienced major declines in student enrollment due to student attrition. It was discovered the primary reason as to why students opted to withdrawal from the university was due to a lack of academic support, such as the need from more academic support programs and student remediation classes. As a result, the university decided to implement an Intrusive Advising Program in an effort to curtail the dismal attrition rates of the students. The program was comprised of various requirements for all incoming freshman students, such as academic evaluation, progress monitoring,
referrals to counseling, and career services. The results of the program yielded a reduction in attrition rates from 66% to 48% after the first year of the program and 48% to 25% after the second year of the program.

Other colleges and universities that adopted intrusive advising also have had positive results. Molina and Abelman (2000) found that the more intrusive the advising intervention, the greater the impact on the GPA’s of students on probation (Molina & Abelman, 2000). Molina and Abelman’s study consisted of controlled experiment consisting of three groups, nonintrusive/ control group, moderate-intrusive group, and full-intrusion group, in which 210 students were randomly assigned. By the end of the semester, students:

who received a full intervention had a cumulative mean GPA of 1.48 at the time of the intervention and a 1.56 at the end of the following term, which is a short-term increase of 5.13%. By comparison, students who received a moderately intrusive intervention or a nonintrusive intervention generated a less impressive short-term increase in GPA, 0.61% (1.64 to 1.65) and 3.83% (1.51 to 1.57), respectively (Molina and Abelman, 2000).

Furthermore, Kirk-Kuwaye and Nishida (2001) made similar claims on the impact of intrusive advising. They indicated that students on academic probation who attend one or two meetings saw a significant difference in semester GPA, while students on probation who did not attend any meetings with an advisor were less successful in raising their GPA (Kirk-Kuwaye & Nishida, 2001).

Vander Schee (2007) reported intrusive advising had a positive influence on both freshman and students on probation. Vander Schee’s research supports intrusive advising being effective, but more specifically, intrusive advising at specific times throughout the semester. Vander Schee’s research supports academic advisors and students should meet before the commencement of the semester and biweekly throughout the duration of the semester. Table 2 summarizes the results of
Vander Schee’s study showing an increase in GPA for students that met with their advisors at least 3 times. Vander Schee found that multiple meetings begun in the first week of the semester and continued on a biweekly basis were correlated with higher GPAs (Vander Schee, 2007).

Table 2

Changes in GPA of Students on Academic Probation

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control (n = 13)</td>
</tr>
<tr>
<td>Warning Semester GPA</td>
<td>M: 1.74</td>
</tr>
<tr>
<td></td>
<td>SD: 0.62</td>
</tr>
<tr>
<td>Probation Semester GPA</td>
<td>M: 0.94</td>
</tr>
<tr>
<td></td>
<td>SD: 0.85</td>
</tr>
<tr>
<td>Change in GPA</td>
<td>M: −0.80</td>
</tr>
<tr>
<td></td>
<td>SD: 0.79</td>
</tr>
</tbody>
</table>

Conceptual Framework

The conceptual framework (Figure 4) is designed to delineate the components of high achieving students at four-year institutions. Based on the research of Tinto (1975) and Swail (1995) specifically, the categories, knowledge, skills, and attitude, derived from research focusing on effective students, are fundamental concepts, which may produce increased performance academically and socially for students. The foundation component of the conceptual framework, serves to acknowledge variables, prior to the students’ arrival to campus, which may impact their academic and social integration. Specifically, the foundation component addresses the student’s academic readiness or the ability to perform academically at the collegiate level as well as family support, both financially and emotionally.
Research supports guidance from agents on campus such as traditional academic advisors, support staff, tutorial services, mentoring, financial support and family support as crucial factors that potential could influence a student’s academic performance. Also, necessary skill sets and abilities such as communication, critical thinking, and aptitude were identified as variables that influences students’ academic achievement. Each of the aforementioned factors are equally important and contribute respectfully to the academic and/or social progression of the student. The conceptual framework was crafted in a manner to delineate and emphasize the researched based contributors that can encourage academic and social performance at a four-year institution.

The research of both Tinto (1975) and Swail (1995) posited factors that impact student retention and thus served as foundation for the development of the conceptual framework. Knowledge, skills, and attitude, phrases created by the researcher to capture the consistencies found in Tinto and Swail’s research, serve as the fundamental principles this research study is premised upon. Table 3 shows how the categories of knowledge, skills, and attitude were address in the research of Tinto and Swail and how the researcher categorized the subgroups.
Table 3

*Categorization of Prevailing Theories*

<table>
<thead>
<tr>
<th></th>
<th>Tinto</th>
<th>Swail</th>
<th>Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>• Institutional Commitment&lt;br&gt;• Intellectual Development</td>
<td>• Aptitude&lt;br&gt;• Quality of Learning&lt;br&gt;• Critical Thinking Ability</td>
<td>• Academic Awareness&lt;br&gt;• Academic Behavior</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>• Individual Attributes&lt;br&gt;• Goal Commitment&lt;br&gt;• Faculty Interaction&lt;br&gt;• Academic Integration&lt;br&gt;• Social Integration</td>
<td>• Study Skills&lt;br&gt;• Goal commitment&lt;br&gt;• Teacher/counselor Influence&lt;br&gt;• Learning Skills&lt;br&gt;• Time Management</td>
<td>• Study Skills&lt;br&gt;• Organizational Skills</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>• Goal Commitment&lt;br&gt;• Individual Attributes</td>
<td>• Communication Skills&lt;br&gt;• Attitude Towards Others&lt;br&gt;• Study Skills</td>
<td>• Self Regulation&lt;br&gt;• Self Assertiveness</td>
</tr>
</tbody>
</table>
CHAPTER 3

INTRUSIVE ADVISING AT AN HBCU UNIVERSITY IN THE SOUTH

The Intrusive Advising Initiative is an experimental retention initiative designed to gauge the impact intrusive advising can have on low achieving students in an effort to increase retention rates and student success, both academically and socially, while enrolled. In the semester of fall of 2013 and spring 2014, a HBCU implemented an experimental intrusive advising initiative for low achieving students who exhibited a need for additional support. Through the utilization of specified researched based intrusive advising techniques and procedures, the initiative was intended to provide participants with specialized attention during the duration of one semester.

As mentioned prior, various academic advising approaches are utilized at institutions across the country. In many cases, the advising approach is contingent on the size of the student enrollment, the budget allocation for academic advising, and the advising philosophy of the institution. Generally, to cater to the academic needs of the student population, prescriptive advising is the strategy utilized for academic advising, specifically because of its efficient nature, which is ideal for advising large groups of students. At a HBCU in the southeast region of the United States, the academic advising philosophy aligns with the prescriptive advising approach. Academic advisors, inundated with a considerable amount of students on their caseload, generally seek to address the immediate issue of concern for the students. For instance, students may visit their academic advisor for class registration, course withdrawal, letters of recommendation, and other routine reasons. The advising office at a HBCU in the south employs over 25 academic advisors and services only freshman and sophomore students. Each academic advisor is assigned specific majors and is responsible for assisting students within the
assigned majors. For many of the academic advisors, their caseload is overwhelming and as a result, their advising philosophy aligns with that of the prescriptive advising.

After attending various conferences on academic advising and realizing the need for more in-depth advising, the researcher, serving in an advisor capacity, proposed implementing an intrusive advising initiative to determine if this advising approach could help students improve academically. The proposal was well accepted, however due to budget constraints, intrusive advising was to be an additional responsibility coupled with the prior student caseload of the advisors.

Intrusive advising was utilized as a non-conventional approach to assist low achieving students in improving academically. As mentioned before, prior to the implementation of the intrusive advisors, students were assigned to a traditional academic advisor, which used a prescriptive based advising method, determined by the students’ respective major or desired major of interest. The intrusive advisors focused on relationship building, identifying impediments to student academic achievement, and implemented various forms of structure and organization for advisees.

The logic model for this intrusive advising initiative was solidified by the suggestions of traditional academic advisors and leadership personnel (Appendix B). The inputs consist of the stakeholders and partners who work in conjunction with the intrusive advisors to yield the desired outcomes. The specific stakeholders for the intrusive advising initiative included the traditional advisors, tutorial personnel, professors, counselors, and workshop trainers. The processes are comprised of interventions designed to assist the program’s participants in a comprehensive improvement. The intrusive advisor and participants of the initiative both have their respective responsibilities as it relates to the processes. The participants of the initiative were required to adhere to the following measures:

- Attend weekly meetings with the intrusive advisor
- Utilize an academic planner daily
- Attend self improvement workshops periodically

The intrusive advisor will be responsible for completing the following:
- Reviewing participants grades in all classes weekly
- Texting and/or emailing participants reminders and motivational messages weekly
- Conducting classroom visits weekly
- Helping participants establish weekly and semester goals

The outputs of the logic model may offer insight as to how intrusive advising could have a positive impact on the university holistically. The desired outputs for the intrusive advisors are as follows:
- Improved services for students
- Increased understanding of student struggles
- Intrinsic rewards for helping students improve

The outputs for the program participants are as follows:
- Identification of academic strengths and weaknesses
- Utilization of campus resources
- Experiencing the required effort necessary to excel academically

The outputs will offer insight for the intrusive advisors and participants as it relates to how each respective entity could benefit from intrusive advising. Lastly, the outcomes are based on how the intrusive advising program and participants can both improve. The intrusive advisors may become more effective, efficient, productive, and knowledgeable pertaining to advising and meeting the needs of the students holistically. The participants may improve academically, by increasing their grade point averages, they may become more knowledgeable by becoming more privy to campus resources, and they may obtain the necessary skills, such as utilizing their academic planner, to become improved students.

The aforementioned interventions were selected through prior research studies utilizing
intrusive advising on a population comparable to students participating in this study. The practice of intrusive advising dates back to the 1980s and has evolved as new advising strategies were created. However, the hallmarks of intrusive advising consist of repeat contact between student and advisor to address the needs of the students throughout a semester. Also, by serving in an academic advisor capacity, the researcher identified deficit area common amongst students, which in many cases, contributed to poor academic performance.

The intrusive advising method was selected as an intervention to assist low achieving students by developing a professional relationship between student and advisor to specifically address personal, academic, and socially needs of the student in an effort to help the student successfully reintegrate back into the university. Intrusive advising offers students the opportunity to develop meaningful relationships with intrusive advisors, which allows for observed student needs and inadequacies consisting limited organizational skills, dismal study habits, abysmal decision-making abilities and poor academic foundation to be addressed.

Through the utilization of specified intrusive advising techniques and procedures, recipients of intrusive advising will receive specialized attention during the duration of a semester. The effectiveness of the specialized attention is measured by change in semester GPA, frequency in tutorial services and professor office hour visitation.

The two intrusive advisors and the students participating in the program both have responsibilities that must be adhered to, to ensure the program operates as intended and for the desired results to be obtained. For the intrusive advisors, a role shared with another advisor and me, prior to the weekly meetings with their students, the following must occur.

- Review transcript from previous weekly session
- Visit the student in one class per week
- Text the student agreed goals for the week and inspirational quotes
- Talk to professors about status of the student weekly
- Monitor Blackboard Analytics to view participants’ grades or missing grades for assignments
- Transcribe session notes for each student

For students, the procedures for being intrusively advised are divided into two components, external and internal, and, specifically structured to cater to the various needs of the students. The external component consists of mandatory visits to professors’ office hours 3 times a semester, mandatory tutoring twice a week, counseling from certified personnel, if necessary, and mandatory attendance at study and life skills workshops. The internal components of the program consist of weekly meetings in the intrusive advisor’s office to address the positive and negative as it relates to academics, organization, and the participants’ personal life from the week prior as well as goals and objectives for the upcoming week.

The facilitators of the program are comprised of two intrusive advisors working in tandem to offer additional support to students. The intrusive advisors volunteered to implement the intrusive advising approach for low achieving students during the fall semester of 2013, utilizing the resources and assets available through the institution’s Retention Department on campus.

Recruitment

Recruitment for Fall 2013

Recruitment of students into the intrusive advising program was a two-step process. Freshman and sophomore students with a cumulative grade point average of a 2.2 or lower, had failed a class two times or more, were on academic probation, and/or did not meet the institution’s Satisfactory Academic Progress criteria were identified through a query search of the institution’s student database. This produced about 300 names. The identified students were sent emails that
explained the purpose of intrusive advising and informed them that they met the criteria for participation in the program. Students were encouraged to contact their traditional academic advisor for more information and to sign up for the program. Also, the traditional academic advisors were asked to mention intrusive advising as an option when advising students who were low-performing.

From the 300 students who were sent correspondence through the university’s email system, 57 students expressed interest in the program. Through email replies and office visitations, the program expectations, requirements, and levels of commitments were explained to the students in some detail. Of the 57 students, 25 students expressed interest and a willingness to commit to the program throughout the duration of the fall 2013 semester.

Table 4

Descriptive Data on Students Participating in the Intrusive Advising Initiative, Fall 2013

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Number</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>2.14</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>2.42</td>
</tr>
<tr>
<td>Freshman</td>
<td>10</td>
<td>2.36</td>
</tr>
<tr>
<td>Sophomore</td>
<td>15</td>
<td>2.14</td>
</tr>
</tbody>
</table>

Due to limited resources, specifically the availability of only two intrusive advisors, it was decided the program would be limited to 25 students. One intrusive advisor would be assigned 12 students and the other intrusive advisors would be assigned 13 students. The demographic profile, for the 25 students comprising the fall 2013 cohort, follows in Table 4. (It is important to note, students with a cumulative grade point average higher than 2.2 might be accepted into the program if, in a recent semester their GPA had fallen below a 2.2, or if they had recently failed two or more classes.)
Recruitment for Spring 2014

The recruitment for the spring 2014 cohort of intrusively advised participants closely resembled that of the fall 2014 cohort. The qualifications to participate in the initiative were identical to that of the prior semester. Freshman and sophomore students with a 2.2 or lower were identified and sent correspondence through email.

Table 5

*Descriptive Data on Participating in the Intrusive Advising Initiative, Spring 2014*

<table>
<thead>
<tr>
<th>Identifier</th>
<th>Quantity</th>
<th>Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>2.05</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>2.32</td>
</tr>
<tr>
<td>Freshman</td>
<td>13</td>
<td>2.22</td>
</tr>
<tr>
<td>Sophomore</td>
<td>7</td>
<td>2.08</td>
</tr>
</tbody>
</table>

A stark difference between the fall 2013 and spring 2014 recruitment were participants’ desire to participate in the initiative prior to the beginning of the recruitment process because they became privy of the program due to friends’ involvement. The spring 2014 cohort was slightly smaller than the previous, 20 participants instead of 25. This is a result primarily of workload implications for the two advisors who during the spring continued advising the initial cohort as well as initiated the program for the new cohort. The demographic profile, for the 20 students comprising the spring 2014 cohort is listed in Table 5.

Objectives Improving Students’ Academic, Skills, Attitude, and Knowledge

The objective of intrusive advising as an approach to assist low achieving students is to improve students’ skills, attitude and knowledge as it relates to their GPA and educational
ambitions. The research of Swail and Tinto, describes institutional support as a primary factor in assisting low achieving students, and thus serves as a foundational basis for this program.

Swail’s (1995) research on factors that could influence student’s academic progress such as critical thinking ability and social coping skills as well as the importance of efficient student services served as a vital foundation in developing the objectives of the program. Tinto’s observations on the importance of positive interactions between student and institution and Swail’s academic and social factors (Figure 2) also contributed to the development of the objectives. These social and institutional factors, identified by Swail and Tinto, served as the researched base for focusing on the students’ skills, attitude, and knowledge.

Skills: Organizational and Study Skills

A committee of traditional academic advisors and leadership personnel, utilizing the aforementioned research from Tinto (1975) and Swail (1995), and as well as data collected by the university’s Retention office, decided to place an emphasis on skills that will serve as a foundation to encourage academic progression. The two skills of emphasis, organizational and study skills coincide with Tinto academic factors component, which includes study skills and time management.

Organization. The organizational component consists of utilizing academic planners to record assignments and upcoming assessments as well as referring to the academic planners to make academic and social decisions. Intrusive advisors will view the student’s academic planner during weekly meetings to determine if students are diligently utilizing the academic planners.

Study Skills. Improving the students’ study skills will occur through a series of interactions with supportive staff on campus. Attending tutoring and academic workshops will be required to offer personalized academic attention as well as collaborative training to inform and improve the students’ approach to studying. Furthermore, students will be required to attend, when available,
study groups review sessions and visit their professor’s in their office hours for further academic support. The semester grade point average, compared to previous semesters, will be used to determine if attending the aforementioned courses contributed to the improvement of their study skills.

**Attitude: Self-assertiveness and Self-regulation**

Improving the students’ self-assertiveness and self-regulation ability towards their education is a primary objective of intrusive advising students in the program. Students participating in the program will be proactive towards their education as evident by attending tutoring sessions, visiting professors’ office hours, and participating in class. Students will be able to independently seek the necessary assistance, for both academic and social situations, due to a more conscience decision-making abilities and an increased awareness of the resources available on campus. Both self-regulation and self-assertiveness will be assessed through interactions during the weekly meetings with the intrusive advisor throughout the duration of the semester.

**Knowledge**

Lastly, intrusive advising is structured to improve the students’ academic awareness and academic behavior. Academic awareness consists of comprehension of grade point averages, credits earned, graduation requirements, and major and minor requirements. Students will be able to understand their particular academic situation, in hopes of improving in necessary areas. Academic behaviors consist of disposition about academics, frequency of class attendance, and participation in class. Both academic awareness and academic behaviors will be assessed through interaction during the weekly meetings and throughout the duration of the program.
CHAPTER 4

EVALUATION DESIGN AND METHODOLOGY OF THE PILOT INTRUSIVE ADVISING PROGRAM

Intrusive advising is a student-retention intervention strategy first developed in the latter part of the last century and often associated with the work of Glenn (1966) designed to offer assistance to at-risk freshman and sophomore students that exhibit academic deficits, resulting in unsatisfactory grade point averages and diminished disposition towards academics. This study is a formative evaluation of an intrusive advising program implemented on a pilot basis at a historically black university in the southern United States. It was instituted for one semester in the fall 2013 with 25 students following an institutional assessment that the academic support programs currently in place were not sufficient to meet the needs of certain students. As implemented, this semester long intervention was designed with the intention to produce positive change in the three areas of knowledge, skills, and attitude of the program’s participants, thus assisting them in transitioning from low achieving to more improved students holistically. At the end of the semester, the decision was made to continue the pilot program with a new group of students for a second semester.

The formative evaluation was designed to provide information on the program’s overall effectiveness as well as on what components, in the opinion of the participants, contributed to its effectiveness. To measure overall effectiveness, change in participants GPA pre and post treatment and comparison of GPA change between participating students and a control group of non-participating students was measured. To help determine which components of the program contributed to its effectiveness, interviews of a sample of participating students were conducted. Using a cross-case comparative case study design, a sample of 12 participants interviewed for
their assessment of the effectiveness of the intervention. The data collection was analyzed as (1) individual cases and (2) comparatively across the cases and (3) for any associations with student-level demographic and academic performance status inducing gender, age, classification, and change in GPA.

**Intrusive Advising Initiative Description**

There are various qualifications for students to be eligible to participate in the Intrusive Advising Initiative. However, the program is designed to assist students that meet one or more of the following criteria:

- Grade Point Average below a 2.3 cumulative
- Failed a class two times or more
- Did not meet Satisfactory Academic Progress
  - Passing 67% of classes or less
- Placed on academic probation
- Earned less than 60 credit hours

The students are responsible for external and internal components. For students selected to participate in the Intrusive Advising Initiative, the responsibilities are divided into two components, external and internal. The external components, consist of mandatory visits to professors’ office hours 3 times a semester or when necessary, mandatory tutoring twice a week, counseling from certified personnel, if necessary, and mandatory attendance at study and life skills workshops. The internal components of the program consist of weekly meetings with the intrusive advisor at the advisor’s office to address the successes and shortcomings as it relates to academics, organization, and personal issues, as well as goals and objectives for the upcoming week.

The intrusive advisor’s responsibility, as it relates to the correspondence component of the program, entails sending text messages, emails, and phone calls to students consisting of
reminders of weekly goals, upcoming workshops, inspirational quotes and personalized communication for each student’s respective needs. For example, if a student is struggling with a math class, the personalized portion of the text message will encourage the student to take the necessary steps, such as meeting with the math professor, to improve the student’s grade. A sample text message sent to a student is as follows:

Good morning _______!

Today is Monday and that means it's a new week to be productive and take one step closer in accomplishing your goals! Let's not forget, this week we would like for you to do the following:

1) Sit in front of the class
2) Participate in class
3) Visit your professor in their office hours

Have a great week! I'll see you on Wednesday!

Quote of the week:

It always seems impossible until it's done.

- Nelson Mandela

Ps: I tried to get a planner for you but the career resource center wants you to go pick it up yourself. It's located right below the Grand ballroom.

Student participation in the program is designed to improve three specific aspects, knowledge, skills, and attitude to specifically assist students in improving holistically. The evaluation of the impact, if any, intrusive advising can have on students at this institution, offers a
new perspective about the advising process, which could yield more effective approaches to assisting students. This qualitative portion of the study will utilize a multiple case studies approach. Twelve students who participated in the program will be selected for interviews and will constitute a case. Creswell describes case studies as “An exploration of a bounded system of a case or multiple cases over time through detail, in depth data collection involving multiple sources of information rich in context” (Creswell, 1998, p. 61). According to Yin (2003), ”The distinctive need for case studies arises out of the desire to understand complex social phenomena” because "the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events” (Yin, 2003, p. 13). The utilization of multiple case studies provides insight on the positive and negative aspects of the program. The case study design will offer insight to the functionality of the fledgling initiative as data to assist in the improvement of the initiative.

The data will be collected from the sample of intrusive advising participants through interviews. (Appendix E) The interview protocol is divided into three sections, knowledge, skills, and attitudes, derived from the research by Swail (1995) and Tinto (1975). The first section, skills delves into organizational and study skills, and ask specifically how the program, if any, improved student’s preparation for academic assignments and assessments. Also, the first section seeks to understand if students improved, if any, in organization as measured by attendance, adhering to due dates, and long term planning. The second section, attitude, of the interview focuses on self-assertiveness and self-regulation. Data describing students’ willingness to attend professor’s office hours, take advantage of tutorial services, visit their traditional advisor, and counseling, if necessary, will be obtained from intrusive advising participants. The final section of the interview, knowledge, inquires about academic awareness and academic behavior; specifically, if the intrusive advising sessions improved the students’ disposition towards education.

The interviews are structured to provide a detailed description of the effectiveness of the
Intrusive Advising Initiative. Merriam (2009) describes qualitative research as being a research approach that “builds toward theory from observations and intuitive understandings gleaned from being in the field. Bits and pieces of information from interviews, observations, or documents are combined and ordered into larger themes as the researcher works from the particular to the general” (Merriam, 2009, p. 16) As it relates to the Intrusive Advising Initiative, the qualitative data will offer insights as to how to enrich and improve the program.

Sample and Data Collection

The students that participated in the research study were identified with the assistance of the traditional advisor. During the last weekly intrusive advising meeting of both the fall 2013 and spring 2014 semesters, with the intrusive advisor, potential sample participants were asked to volunteer to participate in the study. Out of the 45 program participants for the fall 2013 and spring 2014 semester respectively, the researcher interviewed 12 students to serve as the sample for the study. The sole qualification to participate in the study is being intrusive advised throughout the duration of the fall or spring semester, as determined by the two intrusive advisors. Once interested students were identified to participate in the study, the two intrusive advisors met with potential sample participants to explain the purpose of the study and what their participation entailed. The data for this research study consist of interviews and analysis of students’ fall 2013 or spring 2014 semester grade point average respectively.

Participant Interviews

The participant interviews will serve as a formative evaluation to determine the effectiveness of the semester long intrusive advising intervention from the participants’ perspective. Specifically, the interviews will assess the impact, if any, intrusive advising had on the participants’ skills, knowledge and attitude as it relates to their academic performance during the semester the participants were intrusively advised. The interview sample will consist of 12
students, 6 from fall 2013 and spring 2014 respectively, which were randomly selected from the
group of students that were willing to participate in the interviews. The duration of the interviews
lasted between 45 – 60 minutes and took place in the intrusive advisor’s office. The researchers
recorded the interview and took notes. For the sake of anonymity, pseudonyms will be utilized to
protect the identities of the participants. Lastly, consent forms were given to each participant and
were given the option to withdrawal from the study if desired. The interview protocol consists of
15 questions pertaining to topics ranging from academic motivation, disposition towards
academics to effectiveness of the intrusive advising sessions and program.

Analytical Strategy

The data was analyzed in two different phases. First, the interviews were transcribed to
allow the researcher to become familiar with the data. Next, the researcher used the Nvivo software
for coding and identifying themes. As texts from the interviews were entered into Nvivo, nodes, a
term used by Nvivo to represent a code, theme, or idea about data, were created as a pre-
constructed coding scheme. Next, querying or search through inputted data within the Nvivo
software was utilized to identify themes within the data. The researcher will adhere to Braun and
Clarke (2006) step by step guidelines for thematic analysis. Braun and Clarke describe the
thematic analysis as word guidelines to highlight the flexibility of this qualitative analytic method.
The guidelines are (1) familiarizing yourself with your data, (2) generating initial codes, (3) The
researcher read throughout each transcript to immerse in the data, (4) reviewing themes, defining
and naming themes, and (5) producing the report (Braun & Clarke, 2006). The researcher analyzed
each case with the aforementioned process and then conduct a cross-case analysis.

A demographic sheet was used to record the age, classification, cumulative grade point
average, and major of the students. The demographic sheet allowed the researcher to disaggregate
if any of the aforementioned categories yielded a greater response to intrusive advising (see
Appendix C). For example, analyzing whether freshman compared to sophomore participants respond more positively to intrusive advising. The demographic sheet will allow the researcher the opportunity to further analyze the impact of intrusive advising.

Table 6

*Researcher’s Interviewee Matrix*

<table>
<thead>
<tr>
<th>Intrusive Advisor</th>
<th>Advisees intrusively advised during fall 2013</th>
<th>Advisor’s Interviewees for the research study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor 1</td>
<td>Student 1  Student 2</td>
<td>Student 7  Student 8</td>
</tr>
<tr>
<td></td>
<td>Student 3  Student 4</td>
<td>Student 9  Student 10</td>
</tr>
<tr>
<td></td>
<td>Student 5  Student 6</td>
<td>Student 11  Student 12</td>
</tr>
<tr>
<td>Advisor 2</td>
<td>Student 7  Student 8</td>
<td>Student 1  Student 2</td>
</tr>
<tr>
<td></td>
<td>Student 9  Student 10</td>
<td>Student 3  Student 4</td>
</tr>
<tr>
<td></td>
<td>Student 11  Student 12</td>
<td>Student 5  Student 6</td>
</tr>
</tbody>
</table>

According to Creswell (2003), there are eight validation strategies that can be utilized to reduce bias in the data collection process. To ensure the credibility of this study, the researcher utilized three validation strategies, two of which, member checking and triangulation, are mentioned by Creswell (2003). The researcher opted to utilize member checking as a validation strategy to allow the participants of the research study to verify the researcher’s findings. The
researcher also opted to triangulate the data with other sources, demographic sheets and notes, as a strategy to determine if there is consistency in the findings. Regarding member checking, Stake (1995), writes that participants should "play a major role directing as well as acting in case study research. They should be asked to examine rough drafts of the researcher's work and to provide alternative language, critical observations and interpretations" (Stake, 1995, p. 115). The data triangulation consisted of the coded data, interviews, personal notes, and demographic sheets, which were collected from this study. The final validation strategy consist of the researcher, also serving as one of the intrusive advisors, will refrain from interviewing assigned intrusively advised students throughout the duration of the fall and spring semesters.

**Limitations**

The study is limited to the extent that the intrusive advised participants were willing to give honest and accurate responses to the interview questions. It is undetermined if the data collected from the sample reflects the consensus of all the participants of the initiative. Furthermore, my role as both an intrusive advisor and researcher in this study may potentially influence some of the sample students due to the nature of the relationships fostered with the students throughout the duration of the semesters. To reduce bias, the two intrusive advisors interviewed students who were not assigned to their intrusive advising caseload. Thus, the intrusive advisors will not interview sample participants, with which they have developed a relationship in the course of the fall and spring semesters.

**Quantitative Data Analysis: Grade Point Averages**

The research study participants grade point averages (GPA) from the spring 2013 and fall 2013 semester, the semesters prior to being intrusively advised, will be compared to the participants’ fall 2013 and spring 2014, the semester they were intrusively advised grade point averages (see Appendix F). Furthermore, to determine the effectiveness, if any, of the intrusive advising intervention, a comparison of the participants from the research study, fall 2013 and
spring 2014, study will be compared to comparable students, as it relates to grade point average and classification, whom were not in the study. Thus, a treatment group, students participating in the in study will be compared to a control group, students not participating in the study.

**Analytical Strategy**

To compare the participants’ in the sample previous GPA from the prior semester to that of the semester intrusively advised, the students’ prior grade point averages from the spring 2013 and fall 2013 semesters respectively were retrieved though a query search and documented in a comparison chart. The comparison chart serves as a means to display whether the students improved academically since participating in the program. (Appendix F) The researcher understands other variables may have had an impact on the students’ final grades, however, the researcher is seeking to inquire if the students improved academically after participating in the program.

To compare the grade point averages of the research study’s participants to that of the nonparticipants, a query search was conducted, from the fall 2013 and spring 2014 respectively, to retrieve grade point averages of students comparable to the participants in the study as it relates to GPA and classification. Once identified, 6 students in the control group will be randomly selected from the query search from both the fall 2013 and spring 2014 semesters respectively. The information gathered from the demographics sheets, the students’ classification, and sex, were used to offer insight as to if any trends or relationships exist between the participants interviewed and grade point averages. (Appendix F)

**Limitations**

Semester-to-semester GPA variation may be a result of variables other than intrusive advising. For example, students who were retaking courses, which they previous failed, may now have more knowledge on the subject and thus the reason for an improved performance or students
may have taken a professor that grades students less rigorously than prior. The researcher understands other variables may influence the students’ semester ending grade point average.

The comparison between the treatment and the control group is limited because the researcher is unaware if the students in the control group were receiving any supplemental academic support to improve their academic performance. All of the support strategies received by the treatment group were available to all students, retrieved from the query search, independently and could have been utilized.
CHAPTER 5

PRESENTATION OF EVALUATION RESULTS

The purpose of this study is to assess the perceived impact intrusive advising, on low achieving college students, have on the perspectives’ of intrusive advising program participants. A summary of the raw data, the analyzed results, identified through Nvivo software as the researcher mentioned in chapter three, from the 12 participants interviewed will be presented in this chapter organized by identified themes, which were disposition, perception, organization, academic assistance, and decision-making. This chapter also presents the semester grade point average comparisons of program participants’ prior and upon completion of the intrusive advising program during respective semesters.

The research question for this study - according to students self-reporting, how does intrusive advising help students acquire knowledge, skills, and attitude theorized to be related to future success at four-year institutions? – led me to develop interview questions about the participants holistic experience while being intrusively advised during the course of a semester. The conceptual framework (appendix A), premised on knowledge, skills, and attitude working cohesively to achieve academic improvement for students, resulted in the data as seen in Table 7. The impact of intrusive advising throughout the course of a semester, as evident by the results of the interview, had an influence of the participants in numerous regards. For the majority of the questions inquiring about participant behavior in academic related activities, the participants responded positively and accredited their participation due to being intrusively advised. For instance, when asked about preparing more for assignments or attending review sessions, the majority of the participants acknowledged engaging in these practices. For many of the participants, in prior semesters, attending review sessions or
visiting a professor in their office hours, occurred seldom, if at all.

Addressed in various questions within the study, academic support, an integral variable in helping participants improve academically, yielded response that favored adult as opposed to peer support. For many of the participants engagement in class and peer tutoring was embraced with trepidation due to embarrassment or perceived embarrassment from the participants’ perspective. Specifically, the research question inquiring about tutorial services, half of the participants expressed a reluctance to receive peer tutoring for reasons pertaining to a sense of inferiority regarding certain subjects.

Not addressed specifically in the research questions, but apparent in the responses to many of the questions, participants expressed a sense of engagement and connection to the university either for the first time or a reemerging connection. As expressed by the participants, this connection was developed through behaviors and practices affiliated with that of the typical college student. For instance, attending class consistently, engaging with agents on campus, professors and staff, as well as studying and preparing for assignments in the main campus library or during late night study session all contributed to a engagement that galvanized many of the participants.

The data from the research study was categorized in five themes, which were disposition, perception, organization, academic assistance, and decision-making. The participants’ responses to many of the research questions encompassed many of the aforementioned themes. Through the data analyzing process, less prominent themes were also apparent such as time management, academic readiness, and family issues. Table 7 summarizes the unanalyzed data from the 12 interviewed participants. The “yes or no” section of the chart captures the participants’ direct
answers to the interview questions and the narrative section summarizes the sentiments of most of the participants. The responses from the participants were relatively homogeneous, with the exception of the peer tutoring. As mentioned prior, half of the participants mentioned an aversion to working with their peers in an academic capacity, in many cases, because of embarrassment for not understanding the content.

Table 7

Summary of Qualitative Data: Interviews

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Yes</th>
<th>No</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did usage an academic planner, improve your organizational skills?</td>
<td>10</td>
<td>2</td>
<td>Difficult to get adjusted to using, but helped with organization once became acclimated to using; Preference in using technology</td>
</tr>
<tr>
<td>Throughout the duration of the semester, did you miss any due dates for assignments?</td>
<td>12</td>
<td>0</td>
<td>Not all assignments are necessary to submit to pass the course; most participants were aware of a missed assignment</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions encourage you to prepare more for your academic assignments?</td>
<td>12</td>
<td>0</td>
<td>Awareness of varies academic situations (financial aid loss, suspension) encouraged participants to exert more effort in their classes</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions contribute to an increased desire to attend study groups?</td>
<td>8</td>
<td>4</td>
<td>Inclined to seek assistance in groups as opposed to individually; Study groups unorganized; Helpful with certain people</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions contribute to an increased desire to attend review sessions?</td>
<td>9</td>
<td>3</td>
<td>Inclined to seek assistance from adults; Review session helped prepare for upcoming tests</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions encourage you to visit your professor’s office hours regularly?</td>
<td>10</td>
<td>2</td>
<td>Understood developing a relationships with professors; open communication; Lack of opportunity; Inconsistent office hours</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions encourage you to attend tutorial services regularly?</td>
<td>6</td>
<td>6</td>
<td>Reluctance in seeking assistance from peers; Forced to do so in order to receive the necessary assistance; Embarrassment</td>
</tr>
<tr>
<td>Research Questions</td>
<td>Yes</td>
<td>No</td>
<td>Narrative</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-----------</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions encourage you to visit your traditional academic advisor regularly?</td>
<td>9</td>
<td>3</td>
<td>Intrusive advisor assisted participants in addressing most concerns; Visited Academic Advisor for registration purposes</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions encourage you to seek counseling?</td>
<td>1</td>
<td>11</td>
<td>Most participants did not need counseling; One participant was encouraged to address issues from an event that happened prior</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions contribute to an increased awareness of decision-making as it relates to academics?</td>
<td>12</td>
<td>0</td>
<td>Both positive and negative decisions were made however an awareness of the consequence and benefits were understood by most participants</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions make you more aware of your specific educational situation?</td>
<td>12</td>
<td>0</td>
<td>Weekly and semester goals helped participants remain cognizant of their situation; Reminder in text messages</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions contribute to a desire to attend class more regularly?</td>
<td>8</td>
<td>4</td>
<td>Worried about random visits by advisors; Focused on improving academically</td>
</tr>
<tr>
<td>Did the weekly intrusive advising sessions contribute to a desire to participate more in your classes?</td>
<td>9</td>
<td>3</td>
<td>Most participants knew they should participate; Most participants participated out of fear of not doing well; Aversion prevented some from participating</td>
</tr>
</tbody>
</table>

After analyzing the data, it was apparent that the principles of the conceptual framework and the identified themes correlated and in many instances, overlapped. For example, decision-making and academic assistance, two identified themes, were fundamental components in all of the conceptual framework principles.

As shown in Table 8, the themes from the data and specific behaviors of the students, were categorized by the principles of the conceptual framework.
Table 8

**Conceptual Framework and Theme Correlations**

<table>
<thead>
<tr>
<th>Conceptual Framework Principles</th>
<th>Themes</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>• Perception</td>
<td>• Refusal to ask questions due to criticism</td>
</tr>
<tr>
<td></td>
<td>• Decision-Making</td>
<td>• Attending classes and participating in class</td>
</tr>
<tr>
<td></td>
<td>• Academic Assistance</td>
<td>• Participating in class</td>
</tr>
<tr>
<td>Skills</td>
<td>• Decision Making</td>
<td>• Utilizing the academic planner, attending study sessions, completing assignments</td>
</tr>
<tr>
<td></td>
<td>• Organization</td>
<td>• Utilizing the academic planner</td>
</tr>
<tr>
<td></td>
<td>• Academic Assistance</td>
<td>• Attending study sessions</td>
</tr>
<tr>
<td>Attitude</td>
<td>• Decision Making</td>
<td>• Visiting professor in office hours; attending tutoring</td>
</tr>
<tr>
<td></td>
<td>• Academic Assistance</td>
<td>• Visiting professor in office hours; attending tutoring</td>
</tr>
<tr>
<td></td>
<td>• Disposition</td>
<td>• Awareness and control of academic success</td>
</tr>
</tbody>
</table>

Furthermore, the identified themes often times coincided with the other prevailing themes.

For instance, decision-making and academic assistance worked in tandem as it related to participants making a conscience decision to seek assistance from various agents on campus.

The decision to seek assistance was made by the participant and the action to actually receive the assistance was taken. These two themes, decision-making and academic assistance, overlapped, which was a pattern consistent with the remaining themes identified in this study.
Table 9

*Overlapping Themes*

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Theme 2</th>
<th>Overlap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision-making</td>
<td>Academic Assistance</td>
<td>Refusal to ask questions due to criticism; Participating in class</td>
</tr>
<tr>
<td></td>
<td>Attitude</td>
<td>Attending professor’s office hours; seeking tutoring</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>Utilizing Academic Planner</td>
</tr>
<tr>
<td>Perception</td>
<td>Academic Assistance</td>
<td>Participating in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reluctance of peer tutoring</td>
</tr>
<tr>
<td>Organization</td>
<td>Academic Assistance</td>
<td>Visiting professor in office hours; attending tutoring</td>
</tr>
</tbody>
</table>

**Disposition**

Though the overall experience of being intrusively advised, varied from participant to participant, a common theme most participants expressed, was an improved in overall increase in disposition toward their education. For instance, David stated, “I finally felt like a college student. I felt like I was doing it.” Valerie echoed similar sentiments stating, “Before I wasn’t feeling this [college]. This was my last semester here. I didn’t feel like college was for me, but I think I can do it now.” Many of the participants held preconceived notions as to what a college student and the college experience should entail. For many of the participants, their thought processes, decision-making, and rationale often resulted in their respective experiences as a college student falling short of the typical or perceived college experience. James mentioned, “I work 30 hours a week, my mind was not on school before. I lost financial aid so I had to work. Everyone else [other male students] it seems like they only worrying about parties and the girls.”

Mellisa also mentioned how she felt disconnected from campus due to outside obligations. Mellisa stated, “…sometimes I had the late shift, so I would close [restaurant] and didn’t get home until 1[am]”. Upon completing a semester of being intrusively advised and the particulars of what that entailed, participants felt like they were finally assimilating into the college culture. As it
pertains to educational disposition, Molly’s statements were more reflective. Molly stated, “Man, I was lazy. I wish I knew what I knew now. Being here [college] is hard but by not doing what I was suppose to only made it harder. But now I know how I should being doing this.” For many of the participants, awareness of their thought process and decision-making resulted in a change in perception of their respective college experience. Tinto’s (1975) initial framework suggested a student’s formal and non-formal experiences impact their potential for success on a college campus. Many of the collegiate experiences, of the aforementioned participants, were atypical and inconsistent with their expectations and that of the typical student. Overall, the participants had an improved educational disposition towards their education and their ability to achieve educationally.

**Perception**

Classroom engagement, specifically asking questions for clarification and participating to volunteer in class, posed as a significant hurdle for many of the participants. The inhibiting factors that ultimately resulted in a reluctance to engage with the professor, in front of fellow classmates, varied significantly, but yielded comparable results. One of the participants in particular, James, adamantly was opposed to participating in class. James’ perspective stemmed from inferiority as it related to his grade point average and his perception of what his classmate’s grade point averages were. James states, “I probably got the lowest G.P.A. in there. I rather they [the classmates] say the answers and I’ll listen.” When asked what if you’re unclear about a topic discussed in class, James replied by stating, “I feel more comfortable talking to the professor after class. It’s not smart, I know, but for now.” James opted to postpone an attempt of immediate comprehension due to the fear of being perceived as not being intelligent by his peers.

Most of the other participants expressed caution when asked about engaging in class, however was more inclined to participate for the sake of their grades. For instance, David also
had reservations as it related to participating in class, however his caution stemmed from the criticism he would receive from his close friends who were also enrolled in the course. David expressed, “I only answered questions I knew for sure. I know people in the class. Nobody wants to be the guy that always answers the question wrong.” David’s apprehension, similar to James, is premised on peer perception. When asked about asking questions for clarity, David stated, “I would ask my boy [a friend] first. If he didn’t know, then I would ask the teacher.” Again, James was more concerned about his friend’s perception of his intellectual abilities rather than being more concerned with grasping the content. Tinto referred to “social comfort” as a factor that influences student retention. David’s reluctance to participate in class freely as he should is inhibited by his potential judgmental relationship by his peers.

The female participants in the study had less of an aversion to participating in class. Despite having grade point averages comparable to many of the male participants, their inclination to increase their academic performance superseded most of their apprehensiveness. Molly, an extremely candid and forthright individual, described participating in class as “my right” and “…it’s the teacher’s responsibility to answers my questions.” Molly stated that she always been the type of person to participate in class, but admitted the frequency of participation depended on the professor. Molly stated, “Some professors don’t like when you asked questions. I think it ruins their flow. They are just trying to get through the lesson. But other professors encourage it. It just depends.” According to Molly, the culture of the classroom is a mitigating factor that influences her inclination to participate.

Jaclyn’s perspective on participating differed from James’, because Jaclyn was not afraid to speak, but rather indifferent about education. Jaclyn’s stated, “… only when it wasn’t about the subject. I didn’t do the reading all the times, so if they asked about something else, I would [participate].” Valerie, a quiet and soft-spoken individual, states she had trepidation in prior
semesters as it related to participating in class, however understanding the gravity of her current academic situation, she made a decision to “put her pride aside” by participating when necessary.

As it relates to asking and answering questions, Valerie stated, “In high school I rarely participated or asked questions. I just never did it. During my first year here [college] I did the same thing, but clearly it’s not working. I want to do well, so I’m willing to try something different.” Unlike the male participants, Valerie decided to remove the impediment of embarrassment in an attempt to increase her academic productivity. For both the males and the female participants, Swail’s Model of Student Persistence and Achievement, reflects the participants’ struggles. For instance, Swail mentions social lifestyle, teacher influence, attitude toward learning, and maturity as social factors that influence retention. Many of the participants’ reasoning for engaging or not engaging in class can be categorized under Swail’s model. Overall, many of the students were apprehensive in participating in class, however with the exception of James, the other study participants were inclined to participate in some capacity.

Organization

As it relates to the participants’ organizational ability, their respective approaches to structuring both their time and daily routines varied considerably. Few students had a structured process in place designed to guide their actions for each week of the semester as well as to document their class work assignments and upcoming due dates. By utilizing the academic planner, which was provided to all participants, it served as a foundational organizational tool designed to help participants structure their semesters, weeks, and days. The adoption of the planner by many of the participants was an adjustment to their daily routine and way of life.

Dominique describes the planner as “headache” and stated she rather utilize her phone. Dominique stated, “Honestly, I sometimes forget the planner at home. I put all of the due dates in it, but I never check it. I prefer using my phone.” Dominique’s experience with the planner was
not consistent to that of the other participants in the study. Katrina as well as the other participants expressed difficulty adjusting to using a planner consistently, but did acknowledge benefits once using the planner became routine. Katrina states, “…I’m use to just writing assignments on my notes or wherever, so it was hard at first, but now I use to using it and it helps me stay organized. So I’m going to keep using it.” Paul sharing similar sentiments, expressed that “…It make sense to use it [planner]. What I was doing before clearly wasn’t working right? The only thing though is when you forget to write an assignment and check the planner and think you straight [No assignment due].” Karl was the more exuberant of the participants as it related to utilizing the planner. He expressed his planner was color coordinated and extremely detailed. Karl said, “I forget things so I needed to use it. Plus, even though it was minor, it felt like I was doing what I was supposed to do. Not because you guys recommended I use it, but because how else was I going to remember everything?” For the majority of the participants, the planner served as a structural component to help develop crucial skills to assist in helping the students become more organized.

**Academic Assistance**

The participants of the study were not reluctant to admit their academic deficiency in respective subjects. However, as it related to seeking tutoring from peers and participating in self organized study groups, the majority of the participants were less inclined to partake. Rather, many of the participants preferred to prepare for their assignment individually for various reasons. Jaclyn expressed she did not feel comfortable working with her peers because it make her feel “stupid”. Jaclyn stated, “I did go [tutorial lab] but I didn’t like it there. Just because I didn’t understand the first time doesn’t mean I’m not stupid. And that’s how I felt so I didn’t go back. I just studied the notes.” Other participants of the study opted not to utilize the tutorial lab, however for different reasons. James, though he needed assistance, was reluctant to ask for help from both
his peers and from his professors. James stated, “I wanted to go because I knew I was supposed to, but I just couldn’t do it man. I can’t have people look at me like that.” James and Jaclyn were the two extreme cases of refusing to seek help from their peers.

David and Paul however, were more inclined to attend tutoring. Paul, an electrical engineer major, and David, no longer a recipient of financial aid due to not meeting SAP, were opened minded to the idea of attending tutorial services and participating in peer study groups. David stated, “My mom said if I didn’t do good this semester, I was coming home, so I was willing to do whatever.” David attended tutoring for both the English and Mathematics course he was taking. Paul, on the verge on no longer being able to “major” in electrical engineering due to poor grades, was determined to earn the necessary grades to qualify. Paul stated, “Of course I attended. This is my third time taking the class. I’m trying to pass.” For both Paul and David, extenuating circumstances fueled their desire and willingness to seek additional assistance from their peers. However, for the remainder of the participants of the study, seeking peer assistance was not an easy task.

Conversely, seeking assistance from adults, rather than peers, was an accepted practice for the participants of the study. Without exception, all participants of the study sought the assistance of their respective professors when needed. The form of assistance varied from conceptual guidance with course content to seeking career related input. Katrina, concerned about the rigor of the final exam, visited her professor’s office hours to try to obtain more information about the upcoming assessment. Katrina said, “I went throughout the semester, especially before an exam. Whatever information I can get before the test helped.” Andre chose to visit his professor’s office hours as well, but under different pretenses. Andre stated, “I missed a couple of classes because I work late, so I went to explain my situation to my professor. He was cool. He allowed me to make up the assignments and just wanted me to email him if I was going to miss class again.” James
also sought assistance from his professors, but also from a specialist on campus.

Dealing with an array of personal issues, James took the initiative to seek the necessary help to overcome his difficulties. James stated, “I had to. I was tired of feeling this way. It was hard talking to her [the specialist], but that’s what I had to do.” Unanimously, all the participants in the study felt comfortable speaking to an adult about issues either impacting their grades or personal lives. Both Tinto (1975) and Swail (1995) referred to student and institution interaction as being a crucial component impacting retention. Tinto referred to institution interaction as institutional commitment and Swail as academic and social factors. Student retention is impacted by the students’ ability to interact with the necessary agents on campus. These findings also coincide with Habely’s (2004) findings that interactions between various agents on campus and students, directly correlates with undergraduate student retention.

Decision-Making

One of the primary reasons as to why the participants of the study were in an academic deficit is because of the actions and decisions they made prior to the inception of their relationship with their intrusive advisor. Most of the participants in the study accepted the notion that their day to day decisions will ultimately influence their success or lack thereof during the course of the semester, however the underlying reasons that motivated the participants to make more rational decisions varied. In discussing decision-making, several of the participants expressed a desire to not to disappoint their intrusive advisor as a motivating factor to improve their academic performance. Karl’s response to improving his decision-making included “…not disappointing Ms. Ashton.” Katrina’s response echoed that of Karl’s. Katrina stated “…I haven’t met too many people since I been here [college] that tried to help me out. It’s not that I did it for her, but low-key [discreetly] I was.” Katrina and Karl both attempted to improve academically because of the relationships with their intrusive advisors. Other participants, like
David, Chris, and Mellisa expressed a financial incentive that altered their decision-making. David, Chris, and Mellisa mentioned academic probation and the possibility of no longer receiving financial aid as a primary reason to do better academically. Chris stated, “When they [financial aid representative] said I may not receive my aid any longer, I knew I had to do better. I don’t have parents to call and ask for money.” Both David and Mellisa’s sentiments resembled Chris’ in that financial aid is the sole source of their livelihood and without financial aid disbursement both would not be able to attend the university.

When asked exactly how their decision-making changed, many of the participants had similar responses, which centered on the social aspect of their lives. Jaclyn, who’s grade point average decreased from the spring 2013 to the fall 2013 semester, stated her “partying and hanging out” as opposed to studying was a major contributor to her academic issues. Jaclyn states, “It wasn’t intentional, [not doing well in school] it was just always something to do. I was never worried because I knew I could do better, I just preferred hang out. Now, I don’t do nearly as much as I did before. There are more important things.” Jaclyn’s reduction of social activities was the approach David, Dominique, Karl and Katrina adopted.

David and Michael approached the decision-making modification slightly different. Both study participants decided to reduce their work hours to better manage their academics. David stated, “I worked too many hours, so something had to change.” Michael sentiments were similar to David’s, however Michael added the importance of time management. Michael articulated he decided to “…reduce my hours at Footlocker, but also tried to manage my time better.” Most of the other participants emphasized improved decision-making as it related to social life, however Michael expressed the importance improving his time management. The participants in this study expressed understanding in altering their decision-making rationale as it related to their academics. The degree of change as it relates to decision-making, varied among participants.
One of the benefits of intrusive advising, as noted by Schee (2007), is that it is comprehensive and helps address the needs of the students.

**Grades: Semester over Semester**

There are many variables that potentially could influence the participants’ academic productivity throughout the duration of a semester. In no way am I making claims that intrusive advising is the direct result of improved academic performance for the participants in the study, however, I feel it is important to document the final grade point averages and improvement or lack thereof from the participants. For both the fall of 2013 and the spring of 2014, the vast majority of the students increased their semester grade point average compared to their most recent prior semester.

Table 10

*GPA Comparisons of Intrusive Advising: Before (Spring 2013) to After (Fall 2013)*

<table>
<thead>
<tr>
<th>Male Participants</th>
<th>Classification</th>
<th>Major</th>
<th>Spr 2013</th>
<th>Fall 2013</th>
<th>Female Participants</th>
<th>Classification</th>
<th>Major</th>
<th>Spr 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>Soph</td>
<td>Pre Social Work</td>
<td>1.94</td>
<td>2.22</td>
<td>Molly</td>
<td>Soph</td>
<td>Chemistry</td>
<td>2.55</td>
<td>2.6</td>
</tr>
<tr>
<td>Paul</td>
<td>Soph</td>
<td>Electrical Engineering</td>
<td>1.76</td>
<td>1.76</td>
<td>Dominique</td>
<td>Fr</td>
<td>Business</td>
<td>.16</td>
<td>.45</td>
</tr>
<tr>
<td>Andre</td>
<td>Fr</td>
<td>Education</td>
<td>2.44</td>
<td>2.49</td>
<td>Jaclyn</td>
<td>Soph</td>
<td>Psychology</td>
<td>2.28</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Though more extensive studies should be conducted to determine the impact intrusive advising has on students’ grade point averages, in order to offer claims of effectiveness, correlation and transferability, it is important to note the differences in grade point averages after completing a semester of intrusive advising. With the exception of Paul and Jaclyn, the other participants in the study improved modestly from their previous semester. Paul, who’s major, is Electrical Engineering, struggled with the mathematics courses despite seeking additional assistance. Jaclyn’s continued poor decision-making ultimately had an adverse impact on her
final semester GPA. Conversely, Karl, earned a .25 in the fall 2013 semester, after admittedly no longer attended class, earned a 3.2 in the spring 2014 semester. Also, Valerie had a significant improvement from the previous semester earning a 3.6 GPA as opposed a 1.58 in the previous semester.

Table 11

_GPA Comparisons of Intrusive Advising: Before (Fall 2013) to After (Spring 2014)_

<table>
<thead>
<tr>
<th>Male Participants</th>
<th>Classifcation</th>
<th>Major</th>
<th>Fall 2013</th>
<th>Spr 2014</th>
<th>Female Participants</th>
<th>Classifcation</th>
<th>Major</th>
<th>Fall 2013</th>
<th>Spr 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael</td>
<td>Soph</td>
<td>Political Science</td>
<td>1.75</td>
<td>2.0</td>
<td>Valerie</td>
<td>Fr</td>
<td>Biology</td>
<td>1.58</td>
<td>3.6</td>
</tr>
<tr>
<td>Karl</td>
<td>Soph</td>
<td>Pre Journalism</td>
<td>.25</td>
<td>3.2</td>
<td>Mellisa</td>
<td>Fr</td>
<td>Political Science</td>
<td>1.55</td>
<td>3.0</td>
</tr>
<tr>
<td>James</td>
<td>Soph</td>
<td>Criminal Justice</td>
<td>1.5</td>
<td>2.67</td>
<td>Katrina</td>
<td>Soph</td>
<td>Psychology</td>
<td>1.72</td>
<td>2.73</td>
</tr>
</tbody>
</table>

The information collected from the demographic sheets (appendix C), revealed an alternative perspective into the impact intrusive advising had on the participants within the subgroups of gender, major and classification. The comparison of males’ academic improvement to that of the females yielded practically the same improvement. The males’ participants improved .79 points or a 49% increase and the females improved .78 points or a 47% increase in grade point averages after being intrusively advised.

Table 12

_GPA Comparisons_

<table>
<thead>
<tr>
<th>Gender</th>
<th>GPA Before IA</th>
<th>GPA After IA</th>
<th>Difference</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>1.60</td>
<td>2.39</td>
<td>.79</td>
<td>.49</td>
</tr>
<tr>
<td>Females</td>
<td>1.65</td>
<td>2.43</td>
<td>.78</td>
<td>.47</td>
</tr>
</tbody>
</table>

The comparison between S.T.E.M., the acronym for the fields of science, technology,
engineering, and math, versus non-S.T.E.M produced a greater grade point average increase with the participants majoring in non-S.T.E.M majors. Stem majors increased their grade point averages by .60 points or 40% compared to non-stem, which increased their grade point averages by 90 points or 53%.

Table 13

*STEM vs. Non STEM Comparisons*

<table>
<thead>
<tr>
<th>Classification</th>
<th>GPA Before IA</th>
<th>GPA Semester of IA</th>
<th>Difference</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stem</td>
<td>1.5</td>
<td>2.10</td>
<td>.60</td>
<td>.40</td>
</tr>
<tr>
<td>Non-stem</td>
<td>1.67</td>
<td>2.57</td>
<td>.90</td>
<td>.53</td>
</tr>
</tbody>
</table>

Next, in comparing freshman participants’ grade point average improvements to that of their counterparts, sophomore participants, freshman students improved at a slightly higher percentage. Freshman and sophomore students increased their grade point average by .87 and .69 points respectively.

Table 14

*Freshman vs. Sophomore Comparisons*

<table>
<thead>
<tr>
<th>Classification</th>
<th>GPA Before IA</th>
<th>GPA Semester of IA</th>
<th>Difference</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1.43</td>
<td>2.3</td>
<td>.87</td>
<td>.60</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1.71</td>
<td>2.4</td>
<td>.69</td>
<td>.40</td>
</tr>
</tbody>
</table>

*Treatment Groups vs. Control Group*

The comparison between the treatment and the control group, where the treatment group received intrusive advising throughout the course of a semester and the control did not receive
intrusive advising, which the researcher is aware of, throughout the course of a semester. The results from the fall 2013 semester yielded a slight variation, six tenth’s of point, in grade point averages. The difference between the treatment and control group during the spring 2014 semester was more apparent. The treatment group average grade point average was 2.80 as compared to the control group, which was a 2.12.

Table 15

*Treatment Group vs. Control Group*

<table>
<thead>
<tr>
<th>Semester</th>
<th>Treatment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>1.96</td>
<td>1.90</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>2.80</td>
<td>2.12</td>
</tr>
</tbody>
</table>

The next chapter will elucidate the connection between some of the results and literature as well as propose further research into this timely and important topic.
CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The results of this study provide insight into the impact intrusive advising can have on students’ academics and attitude towards education. Though the findings of this study reflect similar findings from studies pertaining to intrusive advising, the results of this study can offer insight as to what methodologies and approaches work best with low achieving students. Quantitatively, increases in grade point averages of participants is an indicator of effectiveness, as done in similar research studies, however, though difficult to quantify by the nature of this study, improvement in educational disposition, attitude, and effort were all self reported by participants. The results of this study yielded practical and informative insight into a topic, intrusive advising and low achieving students, which can segue into future research on this topic to offer more understanding on how to assist practitioners working with low achieving students specifically at HBCUs.

The guiding theoretical framework for this study, Swail’s (1995) Student Retention Framework and Tinto’s (1975) Academic and Social Integration Framework, both were premised on the necessary components to increase student retention. Swail’s framework emphasized five primary factors, recruitments and admissions, academic services, curriculum and instruction, student services, and financial aid as areas within the university’s structure that has a significant impact on student retention. Tinto advocated academic and social integration, specifically interactions between peers, faculty, and administration, as indicators that have an impact on student retention and academic success. Both Swail and Tinto’s frameworks were consistent with the findings of this study. Many of the participants of the study expressed a sense of disconnect with the university in some capacity, which resulted in an aversion for the university and the
educational process. However, the interaction between student and intrusive advisor, professor, tutorial personnel, and other agents on campus, helped the participants begin to embrace their educational experience.

In describing the potential impact intrusive advising have on low achieving students, researchers’ yielded results comparable to the results of this study. Upcraft (1995) described the intrusive advisor as responsible for taking an interest in the students personally and approaching them with an open and caring attitude (Upcraft, 1995). Katrina mentioned in her interview that she seldom interacted with an individual on campus that took a vested interested in her academic wellbeing. Various participants in the study visited their professor’s office hours prior to exams and term paper due dates to seek additional assistance from their professors. Jeschke, Johnson, and Williams (2001) describe intrusive advising as consistent contact during periods that are deemed critical times throughout the semester. Molina and Abelman (2000) found that the more intrusive the advising intervention, the greater the impact on the GPA’s of students on probation” (Molina and Abelman, 2000). Consistent with these research findings, Vander Schee found that meeting with an intrusive advisor at least 3 times a semester, correlated with higher GPAs; when multiple meetings started the first week of the semester and continued on a biweekly basis, this was correlated with higher GPAs (2007). The findings Upcraft (1995), Jeschke, Johnson, and Williams (2001), Molina and Ableman (2000), and Vander Schee (2007) are consistent with my conclusions on intrusive advising based on the interviews with the study’s participants. The weekly interactions with the intrusive advising advisors, communications outside of the office, and the fostering of a student-advisor relationship, helped many of the participants in various capacities.

Logic Model Evaluation

The logic model (Appendix B) for the research study consisted on inputs, processes,
outputs, and outcomes for students being intrusively advised. After conducting the study and reevaluating each section of the logic model, I concluded the logic model did serve as an accurate tool to capture the systematic structure and organization of the study. However, as it relates to outputs and outcomes of the logic model, certain findings from the research study, which could have been classified under outputs and outcomes, were not stated in the logic model. For instance, decision-making and disposition, which were prevalent themes from the research, was not stated in outcomes on the logic model. Similarly for outputs, low achieving students academically progressing could have been included under the university subheading of the outputs section. With exception of the aforementioned findings, the logic model paralleled findings from the study.

Many of the participants’ improved disposition towards the college experience and the educational process was the prevailing theme that sharply differed from the beginning and the conclusion of the semester. The realization of possessing the capability to excel academically, with campus support and if effort is applied in a strategic manner, I believe will serve as the catalyst for many of the participants to continue to improve in upcoming semesters. However, it’s important to note that their low academic confidence served possible explanation as to why many participants were performing subpar academically. The subcategories that emerged were: lack of comprehension of content, false confidence, and poor study habits. Several research participants expressed aversion toward learning and the educational process specifically because of their dismal academic track record. Tinto referred to factors impacting the academic component of a student as “Pre-College School”, “intellectual development” and “grade
performance”. Swail echoed Tinto, by referencing to “Critical-Thinking Ability”, “Learning skills” and “Aptitude” as indicators that can influence student learning and ultimately student retention. To offer more clarity, the average grade point average of the participants in the fall 2013 and spring 2014 cohorts were 1.85 and 1.39 respectively. Coupled with 8 of the 12 participants self-reporting a high school grade point average ranging from 2.45 -2.90. Furthermore, at least 9 of the 12 participants admitted to switching from an initial desired major, which was academically demanding, to a major that was perceived as being less intensive. However, with support through intrusive advising, the participants’ disposition toward learning and the educational process improved.

Based on analysis of the interview data, perception became a common theme that emerged from the students’ viewpoint as an explanation as to why many of the participants’ underperformed academically in previous and/or current semesters. The subcategories that emerged were: how other students perceived them both before and after an academic deficit emerged and preconceived notions about the college experience. Several of the participants expressed trepidation in asking questions for clarity due to how their peers would perceive them. This hesitation to seek clarification continued unabated for many of the participants even after the need to increase their academic performance was expressed to the participants. Also, several of the participants mentioned their college experience was not what they expected or not similar to their peers. This perception of an atypical experience translated to many students having a lackluster disposition towards their education. These finding intertwine with Tinto’s Integrationist model (Figure 1), which includes the need for a successful academic and social integration at an institution in order to retain students. Tinto writes, “It is the interplay between the individual’s commitment to the goal of college completion and his commitment to the institution that determines whether or not the individual decides to drop out” (Tinto, 1975). From the study, 4 of
the 12 students worked 25-30 hours a week part time, 11 of the 12 lived off campus, and 1 of the 12 lived with her mother and commuted via the transit system. Many of the participants’ perception of their college experience or the commitment to the goal of college completion were atypical to that of other students.

The lack of organizational structure was a commonality for the majority of the participants. The participants admitted how intrusive advising forced adoption of an organizational approach, which was cumbersome to accept and utilize because of unfamiliarity of the concept. Sub-categorical themes that emerged were a lack of time management and documentation of assignments and due dates. A majority of the participants admitted to not consistently inputting upcoming assignments in a location they could easily refer. As opposed to an academic planner, participants admitted to jotting homework assignments on returned tests, inside their textbook or taking a picture of the assignment on their cell phone, which admittedly by the participants, resulted in a failure to submit assessments in an appropriate time in many cases. Furthermore, a lack of a structured schedule, specifically for studying and assignment completion purposes, also contributed to a failure to achieve desirable grades. Many of the participants lacked order, routine, and a sense of time management. Swail specifically addressed time management in the Geometric Model of Student Persistence and Achievement (Figure 3) as being an academic factor that potentially could impact student achievement. Time management is an essential skill that can be categorized as academic readiness for incoming students, which, according to Swail, correlates with academic achievement and persistence. Through the intrusive advising sessions, the majority of the participants agreed adopt a structured approach to organizing their assignments and lives.

Seeking academic assistance proved to be a hurdle many of the participants struggled with on a peer to peer level. As with other themes, the perceived negative perception of how peers viewed the participants intertwined with the need to seek academic assistance, thus overlapping of
themes, which ultimately resulted in many of the participants refusing to seek peer support. Tinto writes, “Persistence in college is, however, not simply the outcome of individual characteristics, prior experiences, or prior commitments. As developed here, one must view dropout from college as the outcome of a longitudinal process of interactions between the individual and the institution (peers, faculty, administration, etc.) in which he is registered” (Tinto, 1975). Many of the participants in this study, refrained from seeking peer assistance, which is a point of reference in Tinto’s framework, however the participants were more receptive to seeking assistance from professors. The perception of professors knowing that the participants were at a deficit was more bearable to accept than their peers. This aforementioned Tinto referred to “social comfort” as being a factor in retaining students. Students must feel comfortable within the university, but more specifically, in the classroom, dormitories, and with the various agents on campus. Seeking academic assistance, inside and outside the classroom, is a reality for many low achieving students and thus must be an accepted practice that is not affiliated with the notoriety of incompetence or inadequacy.

The theme of Decision-making traversed an interesting topic that germinated from a question regarding if intrusive advising sessions increased awareness of decision-making. All of the participants were conscience of their decisions, as it related to their academics, however at various degrees. Several study participants seemingly admitted to disregard their academics, in lieu of upcoming assignments, to participate in social activities, as a deplorable decision and completely understood the ramification of their choice. The relationship between cause and effect, causality, as it relates to the participants’ decision-making abilities, was a reoccurring notion mentioned by many of the participants. Referring to Tinto’s Integrationist model, the more integrated the student is both academic and socially, the likelihood the student will continue to persist at the institution. Thus, their level of engagement at the institution may influence students’ decision-making. The
participants, acknowledging how their prior decisions resulted in their current academic deficit, is evident of a realization, on the students’ behalf and perspective, as an outcome of intrusive advisement.

Summary

After analysis, the themes were categorized as the following: disposition, perception, organization, academic assistance and decision-making. Within these categories, several subcategories emerged. These categories and subcategories offer insight into a phenomenon that impacts many low achieving students, academic readiness and preparation of collegiate studies. This study’s objective, to assess the perceived impact of intrusive advising, offered insight from the participants’ perspective as to what deficit areas are consistent amongst low achieving students. In many cases, the themes overlapped, revealing a compounding negative series of events for the participants. Two of the more prominent themes, decision-making and academic assistance, often times coincided because many of participants made a decision not seek the necessary support to increase their likelihood of performing well academically.

This research study revealed impediments low achieving students experience on college campuses, either by perception or reality, however I concluded the themes decision-making and disposition serves as a cornerstone in enabling students to increase their academic performance. The participants, who made the conscience decision to utilize their agenda, participate in class, attend tutoring sessions, visit their professor in their office hours frequently, and attend study groups, improved quantitatively by increasing their grade point averages, in most cases, and arguably more importantly, by learning and experiencing processes that could improve academic performance and enrich the educational experience. Decision-making outside of academics proved to be equally as vital. Participants’ willingness to reduce hours of employment and socialize less or after academic priorities were complete, also witnessed improvements
academically. However, out of all the themes, the participants’ disposition towards their academic progression and outlook, proved to be a catalyst in fostering an attitude and belief of academic confidence. The remaining themes, perception, organization, academic assistance, and decision-making, collectively contributed towards the final theme, disposition. A positive disposition towards education developed for many of the participants’ gradually over the course of the intrusively advised semester, however, moving forward, many of the participants’ dispositions toward education will serve as the stimulus that will continue to perpetuate the participants’ academic growth.

The treatment versus control groups grade point average comparisons, serve as a gauge as to the effectiveness of the intrusive advising intervention. The fall 2013 results for both groups were fairly close. This could be because this was the first semester intrusive advising was implemented and the intrusive advisors lacked the experience to implement the advising approach with fidelity. Also, it is important to note that Dominique’s grade point average, a .45, undoubtedly lowered the overall grade point average of the fall 2013 control group. Dominique, though she improved from the previous semester, her grade point average serves as an outlier compared to the other students.

The spring 2014 results showed that intrusive advising may of had a considerable impact on the participants’ semester grade point averages compared to that of the controlled group. The results from the spring 2014 semester may have led to an increase in participant grade point average because intrusive advisors had prior experience from the fall 2013 semester as it relates to intrusively advising. Also, it is important to note both the treatment and the controlled group preformed better in the spring semester than they did in the fall semester. This could be attributed to the reduction in events such as football games and homecoming that potentially may serve as a distractor for many students. Overall, students in both the fall 2013 and spring 2014
treatment groups, preformed better academically than the students in the controlled group.

Limitations of the Research

The study examined the perception of 12 college students at a small university. Though the interviews offered insight to the impact of intrusive advising, it does not permit generalization to the larger student population. The diversity, culture, and students of this small university, seldom represent other institutions of higher learning.

Furthermore, the students that expressed interest to participate in this research study were low achieving students who volunteered to be intrusively advised and completed the program with fidelity. The participants’ willingness and determination to improve academically could have impacted the results of the study. Secondly, my role both intrusive advisor and a researcher could have introduced bias into the study. My personal desire for the participants to progress both academically and socially could have impaired my perception and evaluation of the data. Though necessary steps were taken to help reduce any such bias, the possibility does still exist.

Thirdly, the recruitment process of students during the spring 2014 semester, received unintended support from the fall 2013 cohort, through casual conversations amongst peers describing the perceived benefits of the program. As a result, the students seeking support may impact the results of the study because of their unsolicited initial desire to improve academically.

Lastly, the participants of the study may have wanted to project the impact of intrusive advising, as it related to them, to the interviewer more impactful than actuality. The relationship forged between some of the participants and myself, either through prior advising or indirectly on campus, could have impacted the results of the study.

Implications for Institutions

The responsibility of student matriculation ultimately rests on the student, however colleges and universities must place greater emphasis on low achieving, African American, first
generation, and other low achieving subgroups students upon their arrival on campus.

Proactively understanding the future needs and as well as potential obstacles that may arise, through predictive analysis, is paramount in enabling and assisting these types of students.

Understanding behavior patterns, common mistakes, and other points of analysis are crucial in helping and understanding the needs of students. All institutions of higher learning, but HBCUs in particular, must understand college major selections and student aptitude must coincide to ensure a more successful transition to the institution for students. The right of a student to select a particular major must not supersede their ability to progressively perform in that major. Grade performance, semester benchmarks for passing classes, and academic advisor approval should factor in some capacity as to whether a student should continue to pursue certain majors.

Prescriptive Advising, defined as an academic advising strategy designed to deliver accurate information to as many students as possible in as efficient a manner as possible, is not the most effective manner is helping all students. Intrusive advising and other in-depth approaches to helping students must be available at the onset of the educational process for students. Reactive approaches to helping low achieving students are beneficial and effective, however colleges and universities should place more emphasis on ensuring students are provided with the necessary assistance from the onset of their academic careers, rather than concentrate efforts on how to help students improve once students become low achieving. Though test taking skills vary amongst students, standardized tests, such as the PERT, ACT, and SAT, offer valuable insight as to the needs of incoming freshman and offers colligate administration the opportunity to be proactive in addressing the needs of the students. The needs of the students today are different from those of previous generations. Colleges and universities must be preemptive by offering the necessary resources and assistance to give all students an opportunity to achieve their goals. Attending a college or university is a privilege afforded to a seldom few, so those students that overcame the
many obstacles that impeded their educational journey prior to the commencement of college, must be given all the resources necessary to be successful.

Though intrusive advising can be a viable option to assist low achieving students improve academically, variables such as the amount of time, resources, and cost for implementing intrusive advising, with fidelity, at an institution may not feasible nor economical. However, subtle changes in advising approaches and policy practices on campus may yield positive results. For instances, tutorial labs should include graduate and undergraduate students as tutors to reduce any reluctancy a student may have for receiving support from their peers. As evident by the results of this study, some low achieving students have an aversion to receiving assistance from undergraduate students. Also, the development of faculty mentors for students upon arrival on campus may serve as an additional resource for students, especially as it relates to career selection. Various studies support a high correlation with student success and faculty interaction. Lastly, creating professional development for professors and staff on best practices for teaching and interacting with the typical student and subgroups within the student body. For some professors and students alike, there is a disconnect that erodes the educational experience for both parities and further serves as another obstacle for students. Since low achieving students have different needs than that of higher achieving students, institutions should plan to accommodate these students in an unique approach much like they would student athletes.

Furthermore, it is important to address the need for first generation and students not performing at college level, as evident by test scores, to have an academic schedule that is conducive to first semester success. Despite the major of choice, students should be given a manageable course load and assign professors who understand the plight of certain subgroups. Establishing precedence for collegiate achievement during the first semester can improve the
students’ confidence and disposition towards education.

Finally, for future research, I would encourage the analysis of first generation and African American students’ college major selection initially as freshman students and ultimately upon graduation. More specifically, the frequency of change from stem to non-stem majors, satisfaction with major of choice and employment outlook from the students’ perspective as it relates to their standardized test scores.
APPENDIX A

CONCEPTUAL FRAMEWORK
APPENDIX B

LOGIC MODEL FOR INTRUSIVE ADVISING INITIATIVE
# APPENDIX C
## DEMOGRAPHIC SHEET

<table>
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## APPENDIX D
### RESEARCH STUDY SUMMARY

<table>
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<tr>
<th>Program Objectives</th>
<th>Program Components</th>
<th>Treatment</th>
<th>Data Sources</th>
<th>Findings</th>
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<tr>
<td>Skills</td>
<td>Organizational Skills</td>
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<td>Interviews</td>
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<tr>
<td>Attitude</td>
<td>Self Assertiveness Self Regulation</td>
<td>Visiting office hours, attending tutoring, visiting advisor Decision making (as it relates to school and social)</td>
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<td>Knowledge</td>
<td>Academic Awareness Academic Behavior</td>
<td>Semester G.P.A., academic awareness, Attending class, participating in class, attitude about school,</td>
<td>Interviews</td>
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APPENDIX E

INTRUSIVE ADVISEMENT INTERVIEW QUESTIONS

Introduction

- **Background**
  o What type of student were you in high school?
  o What did you select to attend this institution?

Skills

- **Organizational Skills**
  o Did usage an academic planner, improve your organizational skills? If so, explain.
  o Throughout the duration of the semester, did you miss any due dates for assignments? If so, explain why.

- **Study Skills**
  o Did the weekly intrusive advising sessions encourage you to prepare more for your academic assignments? If so, explain.
  o Did the weekly intrusive advising sessions contribute to an increased desire to attend study groups? If so, explain.
  o Did the weekly intrusive advising sessions contribute to an increased desire to attend review sessions? If so, explain.

Attitude

- **Self Assertiveness**
  o Did the weekly intrusive advising sessions encourage you to visit your professor’s office hours regularly? If so, explain how was it beneficial?
  o Did the weekly intrusive advising sessions encourage you to attend tutorial services regularly? If so, explain how was it beneficial?
  o Did the weekly intrusive advising sessions encourage you to visit your traditional academic advisor regularly? If so, explain how was it beneficial?
  o Did the weekly intrusive advising sessions encourage you to seek counseling? (If applicable) If so, explain how was it beneficial?

- **Self Regulation**
  o Did the weekly intrusive advising sessions contribute to an increased awareness of decision-making as it relates to academics? If so, explain.

Knowledge

- **Academic Awareness**
  o Did the weekly intrusive advising sessions make you more aware of your specific educational situation? If so, explain.
- **Academic Behavior**
  
  o Did the weekly intrusive advising sessions contribute to a desire to attend class more regularly? If so, explain.
  
  o Did the weekly intrusive advising sessions contribute to a desire to participate more in your classes? If so, explain.
## APPENDIX F

### GPA COMPARISONS

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<tr>
<th>Male Participants</th>
<th>Classification</th>
<th>Major</th>
<th>Spr 2013</th>
<th>Fall 2013</th>
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<tr>
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APPENDIX G

FSU IRB APPROVAL

Florida State University
Office of the Vice President for Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8873  FAX (850) 644-8992

APPROVAL MEMORANDUM

Date:  10/27/2014
To:  James Davis

Dept:  EDUCATIONAL LEADERSHIP
From:  Thomas L. Jacobson, Chair
Re:  Use of Human Subjects in Research

Intimate Advising: Influence on First and Second Year Students

The application that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be Expedited per 45 CFR § 46.111(c) and has been approved by an expedited review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If you submitted a proposed consent form with your application, the approved stamped consent form is attached to this approval notice. Only the stamped version of the consent form may be used in recruiting research subjects.

If the project has not been completed by 10/26/2015, you must request a renewal of approval for continuation of the project. As a courtesy, a renewal notice will be sent to you prior to your expiration date; however, it is your responsibility as the Principal Investigator to timely request renewal of your approval from the Committee.

You are advised that any change in protocol for this project must be reviewed and approved by the Committee prior to implementation of the proposed change in the protocol. A protocol change/amendment form is required to be submitted for approval by the Committee. In addition, federal regulations require that the Principal Investigator promptly report, in writing any unanticipated problems or adverse events involving risks to research subjects or others.

By copy of this memorandum, the chairman of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Cc:  Carolyn Harrington
HSC No.  2014.13989
APPENDIX H

FAMU IRB APPROVAL

Florida Agricultural and Mechanical University
Tallahassee, Florida 32307-3200

DATE: November 21, 2014
TO: Jamie Davis, Ed.D
FROM: Florida Agricultural and Mechanical University IRB

PROJECT TITLE: [634932-2] Intrusive Advising: Influence on First and Second Year Students
REFERENCE #: 014-63
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED
APPROVAL DATE: November 21, 2014
EXPIRATION DATE: November 21, 2015
REVIEW TYPE: Full Committee Review

Thank you for your submission of FAMU IRB Application materials for this project. The FAMU IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Full Committee Review based on applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UPIRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of November 21, 2015.

Please note that all research records must be retained for a minimum of three years after the completion of the project.
The IAIP Program: Case Study

Dear Participant:

You are invited to participate in a research study that will attempt to understand the experiences students have while participating in the IAIP Program. You can decide not to participate. The following information is provided in order to help you make an informed decision whether or not you would like to participate. If you have any questions please do not hesitate to ask. You are eligible to participate in this study because you have participated in the IAIP program.

Project: The IAIP Program: A Case Study

Purpose of the Project: This study will investigate the experiences of participants of the IAIP Program. Intrusive Advising is designed to develop a meaningful relationship with between advisor and student with an intended purpose to increase academic productivity. The approaches and strategies that will be used are researched based and have been used by other advisors at other institutions. The experimental component of the study seeks to understand if intrusive advising can improve the academic performance of minority students.

Procedures: You will be asked to participate in an interview on the campus of Florida A&M University. The interview will take approximately forty-five minutes to a hour. The interview will take place at your advisor’s office. During this interview you will be asked a series of questions. These questions are designed to allow you to share your experiences while participating in the IAIP program. There are bit alternative procedures for this study.

Risks and/or Discomforts: There are no known risks or discomforts associated with this research.

Benefits: The information gained from this study may help us to better understand the experiences of students that participated in the IAIP Program to further enhance the program.

Confidentiality: During the interview, you will be asked to provide a pseudonym to insure that your identity. The pseudonym that you pick during the interview will be written on the interview sheet. Once the interview is transcribed, interview transcripts will be kept for 5 years in a locked cabinet at the university in the office of the secondary investigator and the primary and secondary investigator will only have access to them. The records of this study will be kept private and confidential to the extent permitted by law.

Compensation: You will not receive any type of compensation for participating in this study.

Opportunity to Ask Questions: You may ask any questions concerning this research and have those questions answered before agreeing to participate or during the study. Or you may call Jamie Davis at any time, -------------. If you have questions about your rights as a research participant that have not been answered by the investigator or report any concerns about the study, you may contact Florida Agricultural and Mechanical University’s Institutional Review Board at 850-412-5246 or the Florida State University Institutional Review Board or at telephone (850) 644-7900.

Freedom to Withdraw: You are free to decide not to enroll in this study or to withdraw at any time without adversely affecting their or your relationship with the investigator or the Florida State University.
**Consent:** If you wish to participate in this study, you will be interviewed. You are making a voluntary decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

________________________________________ _  ___________________  
Signature of Participant  Date

I hereby give consent to audio record my interview.

_________________  ___________________  
Initials of Participant  Date

In my judgment I am voluntary and knowingly giving informed consent and possess the legal capacity to give informed consent to participate in this research study.

________________________________________ _  ___________________  
Signature of Investigator  Date

**Jamie Davis**  
**College of Education- Florida State University**  
**1114 W. Call Street**  
**P.O. Box 3064450**  
**Tallahassee, FL 32306-4450**
REFERENCES


BIOGRAPHICAL SKETCH

Leadership and Administration

Jamie Davis earned his Bachelor of Science degree in Political Science from The University of Florida in 2004. He received his Master of Science degree in Educational Leadership in 2011 from Fort Hays State University. In the fall semester of 2009 he joined the doctoral program in Educational Leadership and Administration at Florida State University.

Dr. Davis has been the recipient of numerous assistantships including instructing undergraduate educational courses and assisting with research.

While pursuing his degree, Dr. Davis worked as an Academic Advisor and Program Coordinator at Florida A&M University.

Dr. Davis’ dissertation, *Intrusive Advising and its Influence on First and Second Year Students: A Formative Evaluation of a Pilot Intrusive Advising Initiative at a HBCU in the South* was supervised by Dr. Carolyn Herrington.