



Appreciative Academic Intervention

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Background

What do we mean by “Early Alert” or “Academic Intervention”?



“A systematic method of recording and communicating student behaviors that contribute to student attrition” and “effective intervention at the first indication of academic difficulty.”

(Tampke, 2013)

More Definitions

Alerts

- “A **formal, proactive** feedback **system** through which student-support agents are alerted to ‘**red flags**’ regarding student success as **early** as possible.”

Intervention:

- “A **strategic** method of **outreach** to **positively** respond to red flags or alerts in order to provide **intrusive** and **individualized** interventions to students in need.”

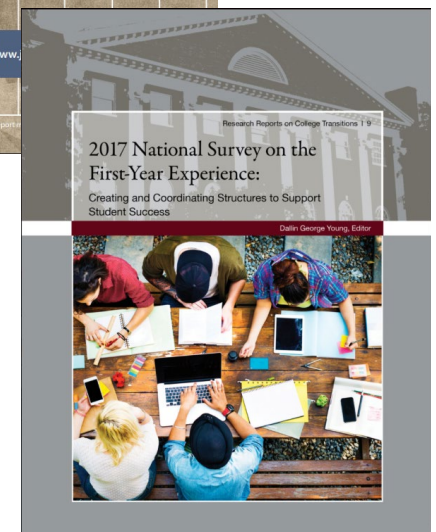
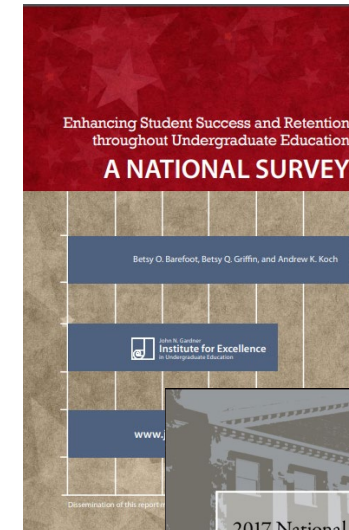
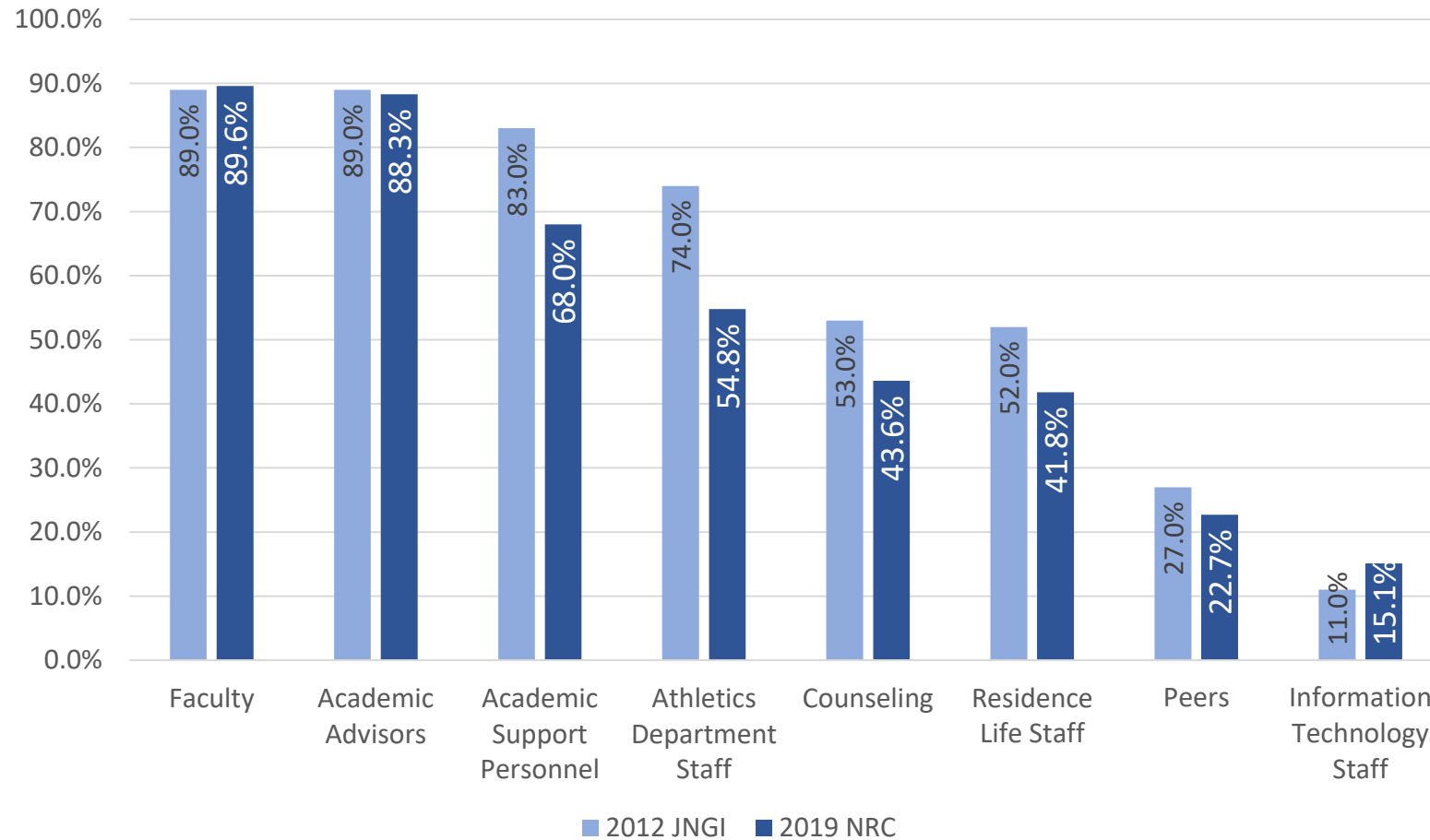

$$\text{RET} = E_{ID} + (E + IN + C)_{IV}$$



Rationale

- Pushback against “Academic Darwinism”
- Belief that intervention can make a difference
- High-touch, high-impact interventions model care promised in admissions and orientation

Types of Staff Participating in Early Alert/Academic Warning Programs





Intrusive Advising

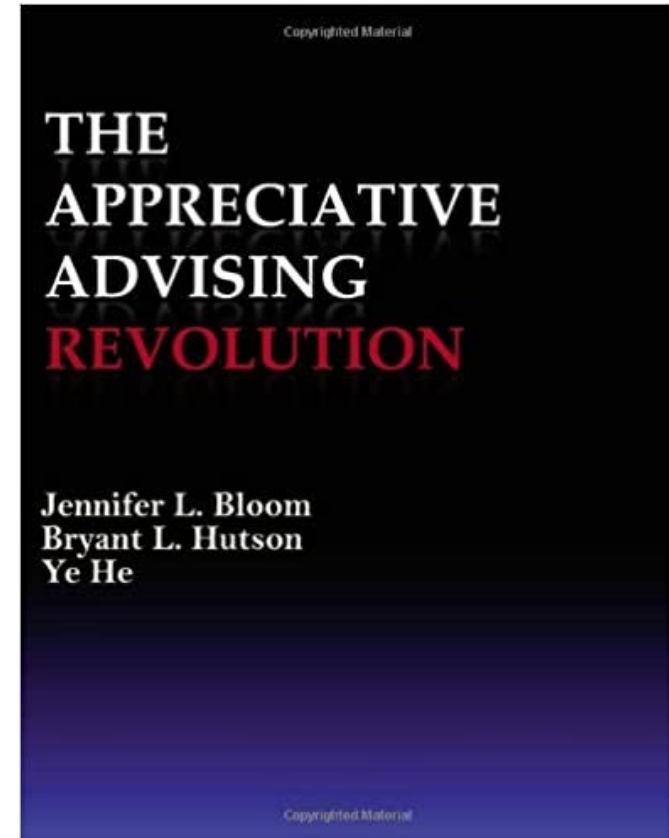
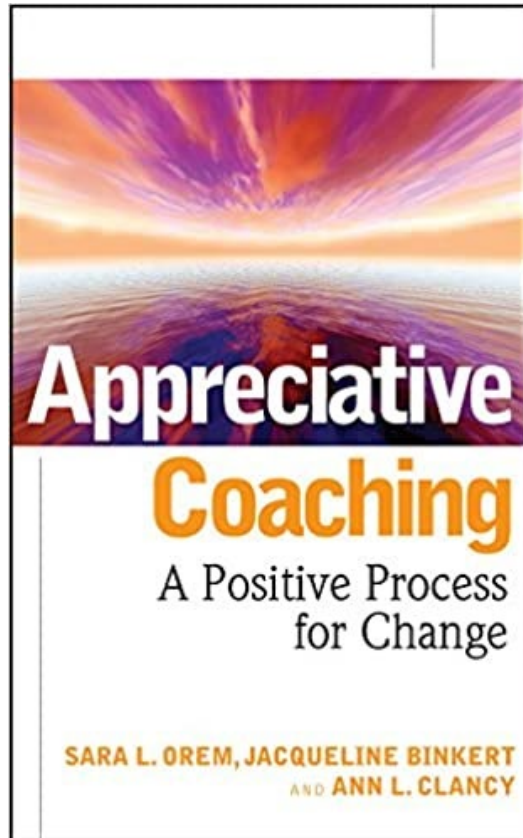
- Action-oriented model
- Identification of students at “crisis points”
- Connections to resources when most appropriate



Intrusive Advising answers the
question of when.

Appreciative Advising answers the
question of how.

Appreciative Education





Appreciative Advising/Education

Principles of Appreciative Inquiry

- The Constructionist Principle
- The Positive Principle
- The Simultaneity Principle
- The Poetic Principle
- The Anticipatory Principle



Appreciative Advising Basic Assumptions

Every college student has the potential for academic success.

Each college student possesses unique strengths.

Through explorations of their backgrounds, past experiences, present status and relationships, and future goals and dreams, students can identify sources of their own strengths.

In their quest to be academically successful, student must identify and build upon their strengths.

Appreciative Advising Basic Assumptions

Not all college students have identified their strengths or the strategies necessary to utilize and develop these strengths.

Advisors play an important role in every college student's journey to optimize their educational experiences and enhance their self-knowledge.

The interactions between advisors and students will impact both the advisors' and the students' thoughts, viewpoints, and behaviors

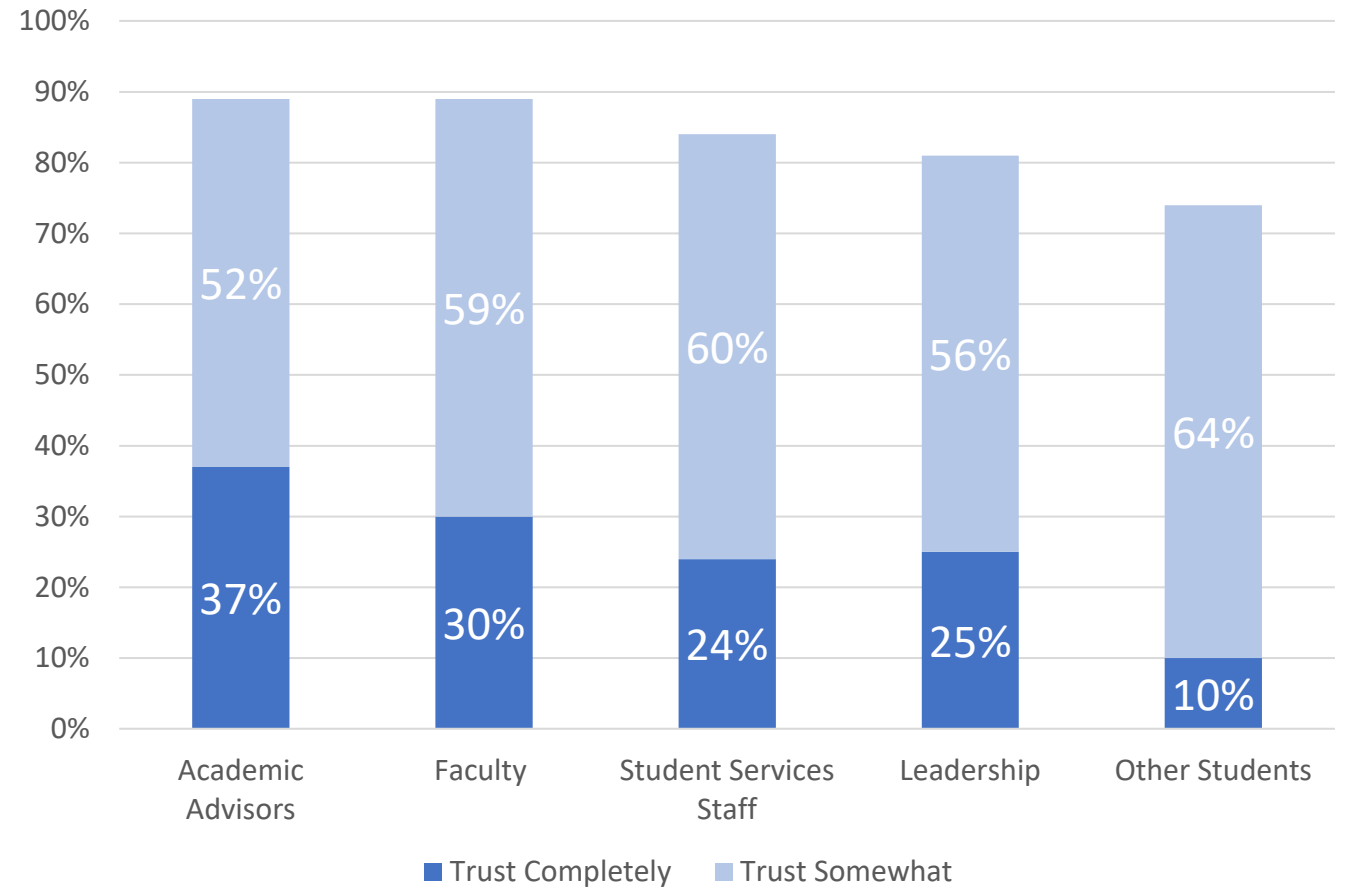
Advisors must be aware of how their own perspectives, attitudes, and language impact the advisor-student relationship.

Disarm

- Recognizes power differentials exist between students and helpers.
- Work to break down barriers (small talk, safe spaces, advisor personality comes through in their space)
- All members feel their voice is valued

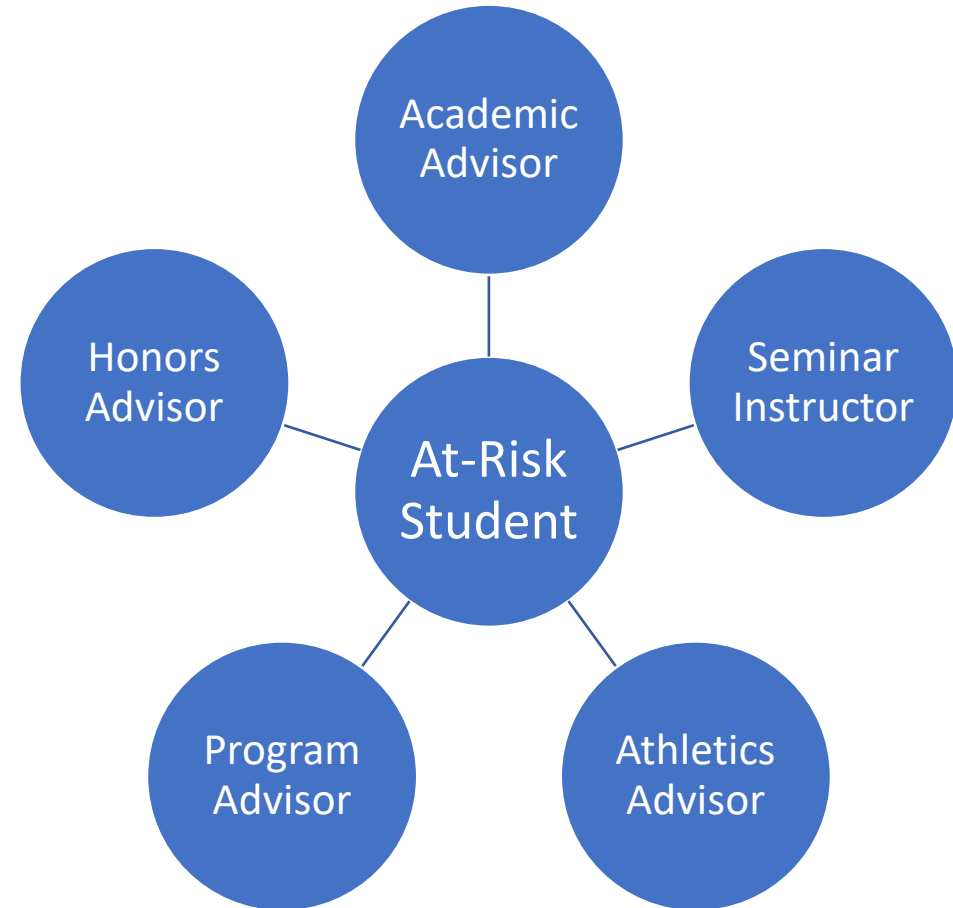
Who do students trust most?

How much do you trust the following groups?
National Survey of Student Engagement (2021)



Relational Intervention

As effective intervention efforts are scaled outreach should be facilitated by institutional staff with the closest relationships to at-risk students.



Psychologically Attuned Interventions

Describe

- Describe academic challenges as a process of learning, not a label

Acknowledge

- Acknowledge factors that contribute to academic difficulty

Communicate

- Communicate that it is not uncommon to face academic difficulty

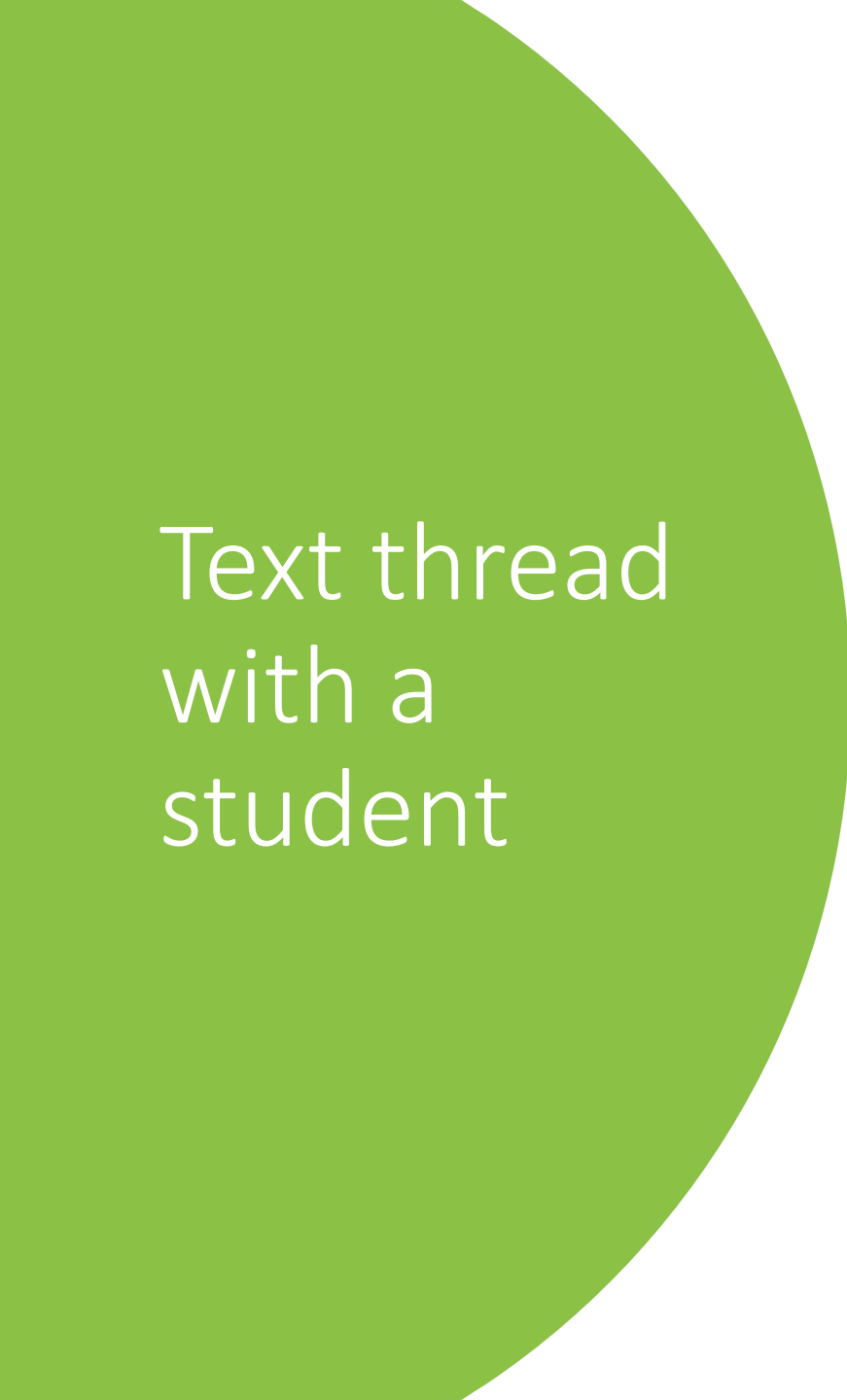
Offer

- Offer hope and support



Choice Architecture

A choice architect has the responsibility for organizing the context in which people make decisions.



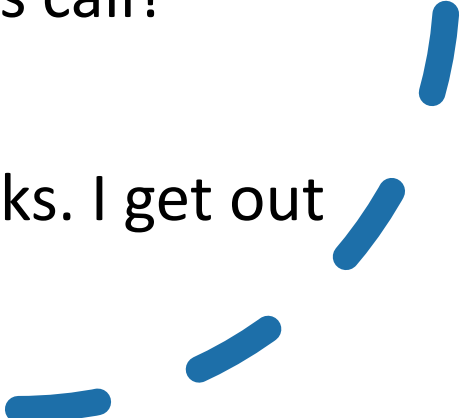
Text thread with a student

Advisor: “Hi Jen, this is Mike (your academic advisor). I heard you’ve been missing U101 classes. Is everything ok?”

Student: “Hey. Yeah. I’ve been dealing with some personal stuff.”

Advisor: “Sorry to hear that. It can be a lot to juggle college and life. It’s def not easy. I’m free this afternoon. Can we set up a Teams call?”

Student: That would be helpful. Thanks. I get out of class at...”



Discover

- Use positive, open-ended questions to uncover student perceptions and personal strengths
- Lead students to empowering perspective.
- Affirms a sense of the possible – tell me about a class you enjoyed learning and did well in.
- Begins the journey toward a positive future

Causes

Proximal

- What are the immediate signs

Distal

- What are the factors behind the immediate signs

An iceberg floating in dark water. The tip of the iceberg is above the water line and is labeled 'Class Absence'. The much larger part of the iceberg is submerged below the water line and contains several labels for hidden social issues. A white curved line on the right side of the image separates the iceberg from the text on the right.

Class Absence

Distal Signs

Build relationships of trust

Ask 5 “Whys”

Mental Health Issues

Trauma

Financial Concerns

Food/Housing Insecurity

Work Demands

Elder/childcare

Unreliable Transportation

Substance Use

Physical Illness

“Hidden Curriculum”

Questions to Ask

Tell me about a class
you've been successful
in.

Tell me about
something in your
classes you're enjoying.

Tell me about
something difficult
you've accomplished or
overcome in the past.

Dream

- Vision not goals. Goals are concrete and objective.
 - We want to think bigger here.
- You are supporting your students in articulating meaningful, positive pictures of their future.
- Heliotropic tendencies – Students evolve toward positive anticipatory images of the future.
 - Anticipating the future – may guide students toward that future – positive or negative.

Academic Advisors and Early Alert



Academic advisors responding to early alerts benefit students by:

- Ensuring they are in majors and courses that align with their strengths, values, and goals
- Showcasing an institutional ethic of care for students and their success.

Questions to Ask

What do you think your strengths are?

What do you hope to do in life? How will your current classes/major aid you on your path?

What would success look like in this course?

Design

- Action plans where student strengths are aligned to achieve individual dreams
- Doesn't have to be concrete – don't want students to miss opportunities that cross their path because they are not “in the design”

From Alert to Action

Academic Advisors co-design plans for success alongside students

Plans may include:

- Behavior changes (class attendance, study methods, registration, etc.)
- Connections with caring others
- Course/Major changes
- Relevant referrals



Individualized Referrals



Questions to Ask

When have you successfully used a resource in the past?

What strategies have you used in the past that might apply here?

What accomplishment would make you feel like your plans worked?

Deliver

- Students take responsibility for executing their plans created in the design phase
- Advisors express confidence in students' ability to follow through with the plans:
 - Reviewing the priorities in the plan
 - Inviting students to return to them when they run into roadblocks
 - Reiterating their confidence in the students' ability to complete the objectives.

THINKING ABOUT STUDENT RESPONSIBILITY

WHAT IT IS

- Helping students control what they can control
- Ensuring students know that someone else has an interest in their success
- Learning from consequences when opportunities to succeed have been provided
- Promoting responsible academic behavior change

WHAT IT ISN'T

- Letting a student struggle with no support
- Turning students away
- Punitive consequences
- Giving up on students who haven't responded before

APPRECIATIVE
INTERVENTION
PROMOTES STUDENT
RESPONSIBILITY

- When we intervene with a student who has shown signs of difficulty, we show the student that someone else cares about whether they do well
- They still must take the action to change!
- The helper remains available if questions or complications arise



Questions to Ask

What commitments are you making to yourself today?

What are the three most important things you can do moving forward?

What has been the most important thing we've discussed?

Don't Settle

- Continue to encourage improved student performances
- *Positive restlessness (Kuh et al., 2005)*
- Continuous professional development and programmatic improvement

Closing the Loop

Students

- Plan progress/updates/changes
- Long-term goals

Referring Faculty/Campus Partners

- Intervention outcomes
- Next steps
- Future plans

Program Assessment

Student Outcomes

- Grades
- Re-enrollment/persistence
- Progression toward degree
- Credits earned vs attempted

Program Outcomes

- Average response times
- Average “case close” times
- Pass/Fail by intervention status
- # “case close reasons”
- Workflow efficiency

Collaboration and Communication

Advising

Student
Success
Centers

Housing

Financial Aid

Emergency
Aid Programs

Peer Mentors

First-Year
Seminars

Gateway
Courses

Orientation

Writing
Intensive
Courses

Career
Centers

Counseling

- Who is involved?
- Who should be involved?
- What systems exist to allow communication

Principles to Take Away

In every individual something works.

People are more comfortable in their journey into the future when they carry forward parts of their past.

If people carry parts of themselves forward those parts should be what is best about the past.

The language students use creates their reality.

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Questions

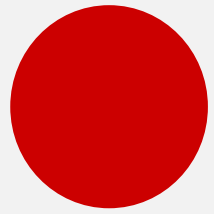
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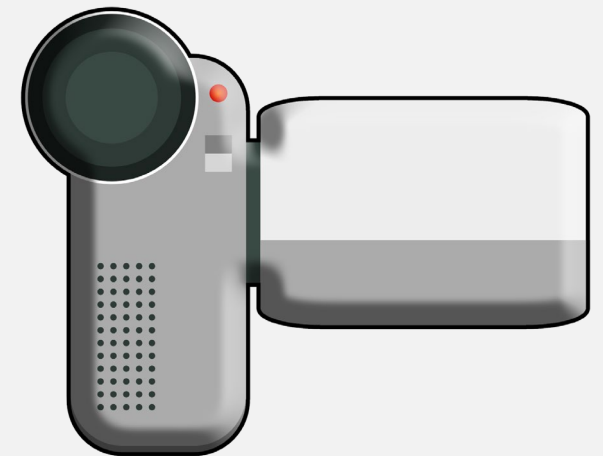


recording

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Journal of Appreciative Education Special Issue~~

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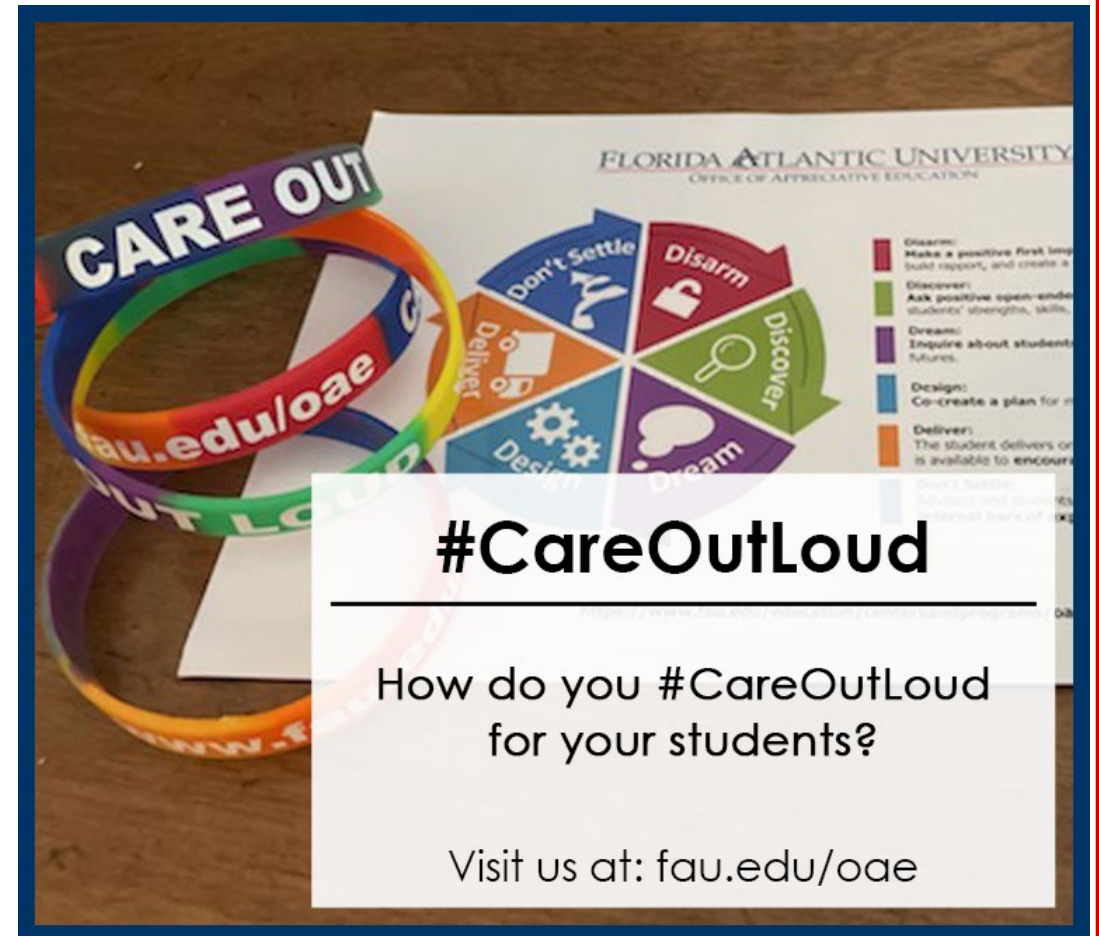
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CARE OUT LOUD

with FAU's Office of Appreciative Education

#CareOutLoud is a key feature of Appreciative Advising. As Appreciative Educators, we are committed to "caring out loud," that is, intentionally demonstrating to students and colleagues that they matter.



THE **LIVE!** VIRTUAL 2022 APPRECIATIVE ADVISING INSTITUTE

May 16-19, 2022

Registration Deadline: April 15

June 13-16, 2022

Registration Deadline: May 13

July 18-21, 2022

Registration Deadline: June 17

Schedule Overview



Why should you consider attending the Institute?

The **Live!** Virtual 2022 Appreciative Advising Institute is a synchronous, four-day highly participatory and interactive professional development experience. You will be assigned to a small group led by a skilled Appreciative Advising practitioner where you will learn practical skills and techniques for optimizing your interactions with students.

"I enjoyed interacting and learning from the group leader and my group participants. This was by far the best professional development I have attended. The takeaways will definitely make an impact in my work with students." - June AAI 2021 Participant

Institute

\$495 per person

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Hone your Advising Skills using the Appreciative Education Theory-to-Practice Framework

6-Weeks | Asynchronous Non-Credit Online Course

Appreciative Advising provides a practical theory-to-practice framework for advisors to optimize their interactions with students and colleagues in both individual and group settings. The six-phase Appreciative Advising model provides a scaffold for advisors to intentionally use active listening and generative questioning strategies to:



Participants will learn specific skills and techniques for immediate practical application of what they learn in the class.

2022 ONLINE COURSE OFFERINGS

SPRING 2022
Jan. 31 – Mar. 14

SUMMER 2022
May 10 – June 21

FALL 2022
Sep. 7 – Oct. 18

PRICING

Registration:
\$495 per person

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Questions?

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REGISTRATION COMING SOON

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**Reimagining How to Support Students on
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Wednesdays | 1-5 p.m. (Eastern Time Zone)

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Prerequisite:

Completion of the Appreciative Advising Institute or Appreciative Advising Online Course

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through FAU's Office of Appreciative Education

Lifetime Professional Certification

The Office of Appreciative Education offers a lifetime professional certification for academic advisers and other educators. Certified Appreciative Advisers are committed to a high standard of excellence and optimizing their students' educational experiences.



Benefits

- Expand your knowledge and skills on Appreciative Advising
- Distinguish yourself in a competitive job market by enhancing your resume/CV with this advanced professional qualification
- Provide your students with the best possible advising experience
- Connect with a global network of like-minded colleagues

Components

- ✓ Completion of Advising Online Course or Institute
- ✓ 3 Peer Reviewed Appreciative Advising Skills Rubrics
- ✓ Letter of Recommendation
- ✓ Current Resume/Curriculum Vitae
- ✓ Personal Appreciative Advising Statement

PRICING

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6-Weeks | Asynchronous Non-Credit Online Course

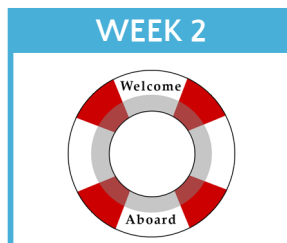
This course provides community members with the opportunity to learn specific skills, techniques, and practical applications for becoming an effective Administrator by using the Appreciative Education framework.



WEEK 1

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EDUCATION
OVERVIEW

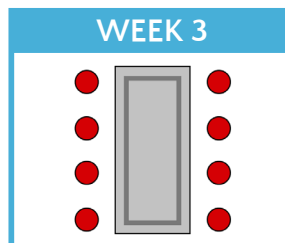
Learn the principles of the Appreciative Education framework



WEEK 2

APPRECIATIVE
ONBOARDING

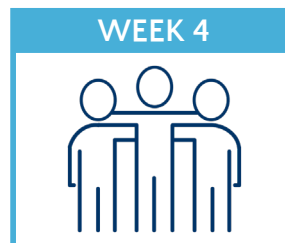
Develop a comprehensive onboarding program to welcome new team members



WEEK 3

APPRECIATIVE
STAFF MEETINGS

Lead effective and engaging meetings that inspire your team



WEEK 4

APPRECIATIVE
SUPERVISION

Empower employees to deliver on co-created performance goals



WEEK 5

APPRECIATIVE
ASSESSMENT

Powerfully communicate assessment results and outcomes



WEEK 6

APPRECIATIVE
STRATEGIC
PLANNING

Design and deliver a strategic plan based on the unit's strength

2022 ONLINE COURSE OFFERINGS

SPRING 2022

SUMMER 2022

FALL 2022

Feb. 21 – April 4

May 31 – July 11

Oct. 3 – Nov. 4

PRICING

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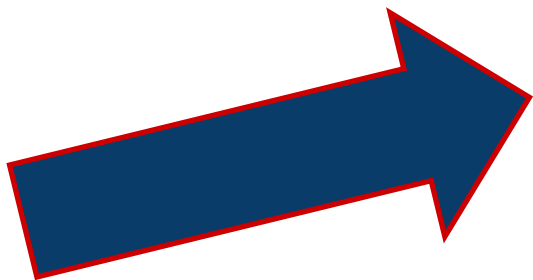
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