



# Accentuate the Positive

## Using Strengths-based Advising Techniques to “Elevate” Students on Academic Probation

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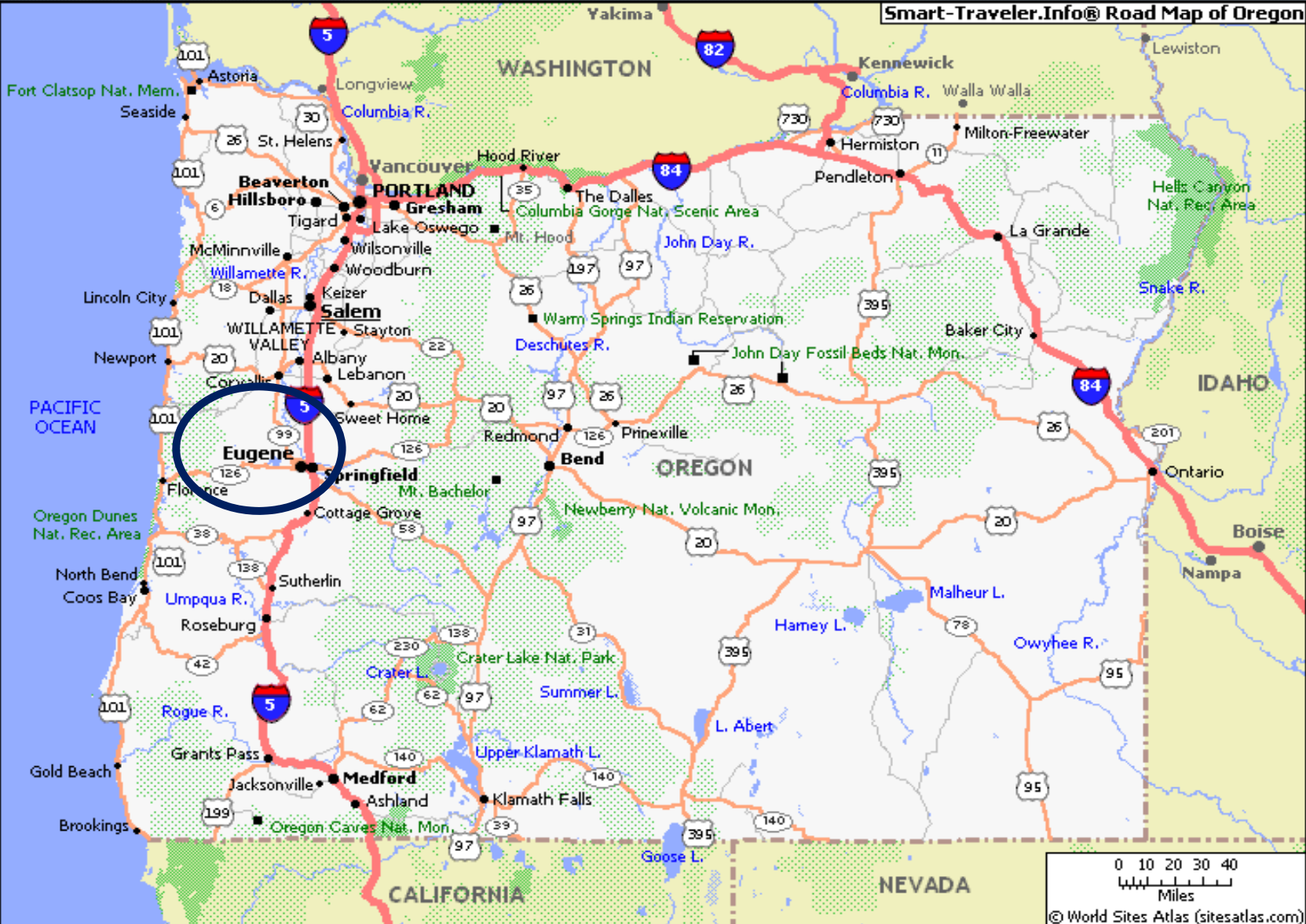
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- **About UO**
- **About Advising at UO**
- **Probation Policy**
- **Intervention**
- **Strengths-based Advising**



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# University of Oregon

Public Research University

Six Schools/Colleges for Undergraduates

77 Undergraduate Majors Offered

62 Undergraduate Minors Offered

Total Students (Fall 2012) 24, 591

Undergraduates 20, 829

Current # of Undergraduates on Warning 1110 (5%)

Current # of Undergraduates on Probation 491 (2%)



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# Advising at UO

- **Not mandatory\*** (after orientation)
- **De-centralized advising**
  - **Office of Academic Advising**
  - **Academic Departments**
  - **Support Programs/Offices**

**\*Some programs/offices place holds on registration**



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# Probation Policy

**Academic standing at UO is monitored by a university-wide faculty and administrative committee called Scholastic Review Committee**



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# Probation Policy Prior to Fall 2009

Followed a student's  
cumulative (overall) GPA



Students who started strong and began a  
steady decline (no progress) had no intervention



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12W	ENG	208	Shakespeare	B-	4.00	10.80		
12W	ENG	323	English Novel	W	4.00	.00		
12W	MATH	251	Calculus I	F	4.00	.00		
12W	PHIL	453	Top Kant	A-	4.00	14.80		
				<b>Attempted Hr.</b>	<b>Earned Hr.</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term</b>				16.00	8.00	12.00	25.60	2.13
<b>Cumulative</b>				129.00	95.00	103.00	288.70	2.80
<b>End-of-term Academic Standing</b>				Good Standing				
12S	ASTR	121	The Solar System	Y	4.00	.00		
12S	PHIL	325	Logic, Inquir, Argumen	W	4.00	.00		
12S	PHIL	339	Intro Phil of Science	F	4.00	.00		
12S	REL	223	Intro to the Bible II	F	4.00	.00		
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12F	MATH	105	University Math I	W	4.00	.00		
12F	PERS	211	Table Tennis I	P*	1.00	.00		
12F	PHIL	350	Metaphysics	I	4.00	.00		
12F	PHIL	463	Top Royce	C-	4.00	6.80		
12F	REL	253	Rel, Love, and Death	N	4.00	.00		
				<b>Attempted Hr.</b>	<b>Earned Hr.</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term</b>				17.00	5.00	4.00	6.80	1.70
<b>Cumulative</b>				162.00	100.00	115.00	295.50	2.56
<b>End-of-term Academic Standing</b>				Academic Warning (A2)				
13W	MATH	105	University Math I	C-	4.00	6.80		
13W	PHIL	325	Logic, Inquir, Argumen	F	4.00	.00		
13W	PSY	304	Biopsychology	D+	4.00	5.20		
13W	REL	355	Mysticism	F	4.00	.00		
				<b>Attempted Hr.</b>	<b>Earned Hr.</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term</b>				16.00	8.00	16.00	12.00	.75
<b>Cumulative</b>				178.00	108.00	131.00	307.50	2.34
<b>End-of-term Academic Standing</b>				Probation (P3)				





# **Additional Probation Policy Starting Fall 2009 = Track Academic Progress**

**Follow a student's term GPA (for  
those with overall  $\geq 2.0$ )**

- 1. 1st term under 2.0 = warning**
- 2. 2<sup>nd</sup> term under 2.0 = warning 2**
- 3. 3<sup>rd</sup> term under 2.0 = probation**
- 4. 4<sup>th</sup> term under 2.0 = disqualify**



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	FALL '08	FALL '09
Warning	741	<u>818</u> <sup>1</sup>
Warning 2	Not tracked	186
Probation ( $\geq 2.0$ overall)	Not tracked	70
	WINTER '09	WINTER '10
Warning	768	885
Warning 2	Not tracked	<u>194</u> <sup>2</sup>
Probation ( $\geq 2.0$ overall)	Not tracked	51 <sup>3</sup>

<sup>1</sup> UO experienced enrollment increase

<sup>2</sup> 624 warning students regained progress/did not register

<sup>3</sup> 135 probation students regained progress/did not register



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# Intervention

- Students receive email notifying them of academic standing
- Students are asked to seek advising (not mandatory – *a few exceptions*)
- IF a student comes in, how can we help guide them back on track?



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# Strengths-based Advising

Laurie A. Schreiner, Ph.D. and Edward “Chip” Anderson, Ph.D., Azuza Pacific University

- A form of developmental advising (a holistic approach)
- Strengths-based provides a new developmental lens focusing on student talents and strengths



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# Advising at-risk students

<b>Developmental focus on deficits</b>	<b>Strengths-based focus</b>
Weaknesses	Strengths
Problems	Possibilities
↓	↓
Low motivation	High motivation
Low engagement	High engagement





# Strengths-based Advising

## Five steps:

1. Identify student strengths
2. Affirm and increase awareness of strengths
3. Envision how strengths can achieve their goals
4. Plan steps to meet goals
5. Apply strengths to challenges they face



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## Value of Strengths-based Advising

- Students feel understood at a deeper level
- Students experience higher motivation levels and a sense of confidence
- They consider the academic advising relationship to be positive





## Strengths-based Advising and Student Success (Retention)

“Developing students’ strengths holds the potential for energizing them to become engaged in the learning experience, to invest the effort necessary to succeed, and to connect with others in positive ways.” (Louis and Schreiner, 2012)



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# Challenges to Strengths-based Advising?

- 30-minute appointments (or less!) vs. time to build a relationship
- Resources (assessment tools)
- Others?





# What will you take back to your campuses?

- Review academic standing policies
- Review intervention strategies
- Assess advising approach
- Others?







## REFERENCES

Schreiner, L.A. & Anderson, E. (2005). Strengths-based advising. *NACADA Journal*, 25 (2), 20-29.

Louis, M.C. & Schreiner, L.A. (2012). A Strengths Development Model. In Schreiner, L.A., Louis, M.C., & Nelson, D.D. (Eds.), *Thriving in Transitions: A Research-Based Approach to College Student Success*. (pp. 19-40). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition



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**COMMENTS/QUESTIONS?**

**Thank you for coming!**

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